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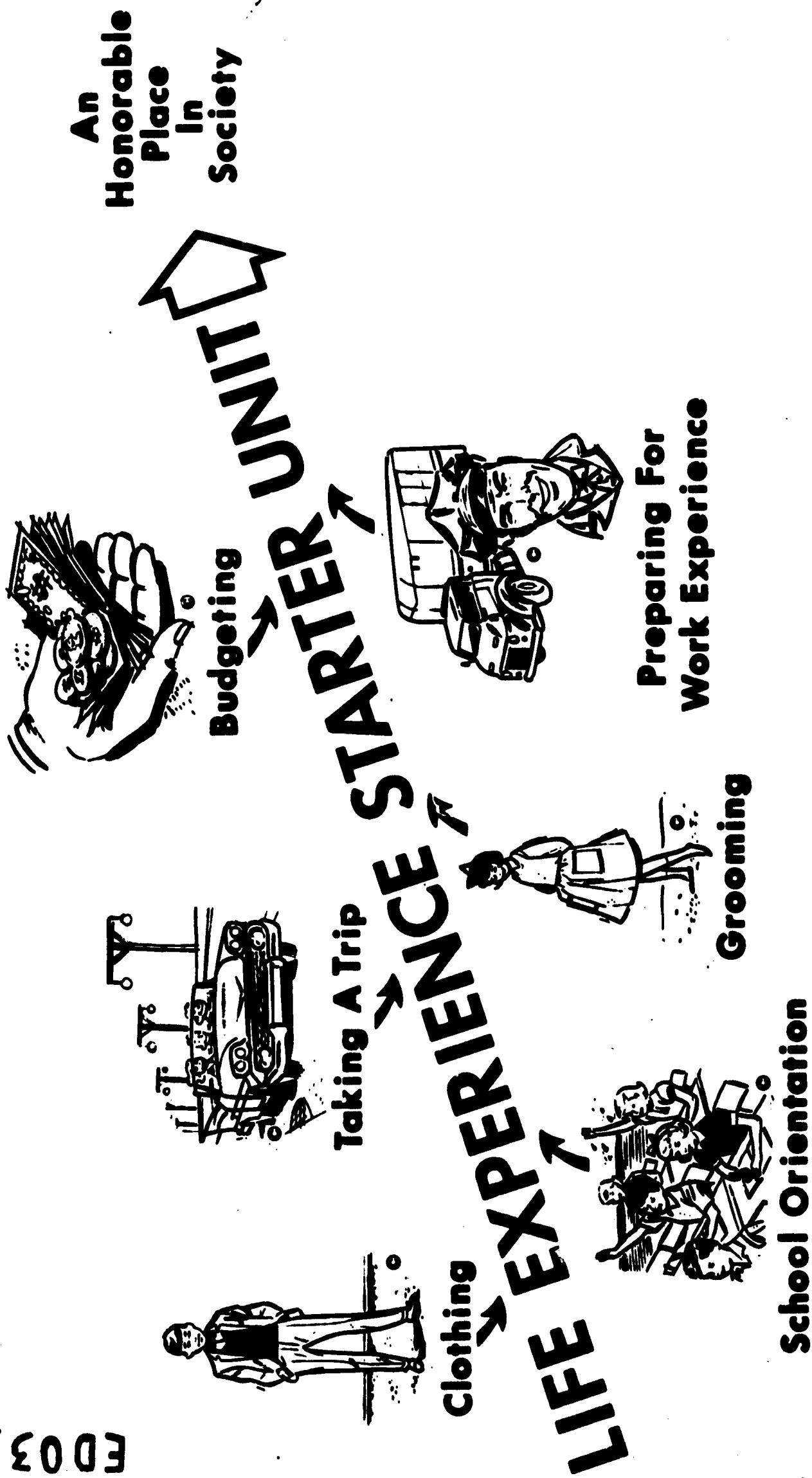
Abstract

Developmental steps to writing life experience units for the educable retarded are outlined and six units are partially completed. Objectives of the unit, sub-units, core activities, resource materials, vocabulary words, and lesson plans are provided for primary units on school orientation and clothing, intermediate units on grooming and taking a trip, and advanced units on preparing for work experience and budgeting. Each lesson plan contains objectives, activities, resources, and ideas for experience charts. Forms for teacher evaluation of the material are included. (RJ)

SPECIAL EDUCATION CURRICULUM CENTER
-an in-service training approach

SET NO 1

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**A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT
OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA**

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OFFICE OF EDUCATION

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS
OF THE EDUCABLE MENTALLY RETARDED

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PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

LIFE EXPERIENCE STARTER UNITS

SET #1

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LIFE EXPERIENCE STARTER UNITS

SET #1

Introduction

In response to the number of requests received from teachers in the field for "Life Experience Units", SECDC will periodically distribute selected units. In order to cover a variety of topics and to facilitate the development of a greater number of units on different levels of instruction, it will be the practice of SECDC to construct starter units instead of complete comprehensive units. The starter unit will be developed in accordance with the Guidelines for the Development of Life Experience Units, distributed in May, 1967. In general they will include the completed preliminary steps plus approximately ten lessons. Sufficient information will be included to allow the teacher to complete the unit utilizing her own ideas and gearing the activities to the specific needs of her group. As a general reference an outline of the development steps followed in preparing the starter units will be included with each collection of units prepared.

Teachers vary in the techniques they use in introducing units just as they differ in how they organize the content of units. Consequently the sample lessons are not necessarily suggestions for the first lesson to be taught. Teachers are encouraged to use the starter units as the basis for developing more comprehensive units.

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCES UNITS

The unit method of teaching educable mentally retarded children has received increased attention in recent years. Realizing the benefit which retarded children can obtain from a well-planned and effectively-taught unit, it is the intent of this outline to suggest procedures in developing Life Experience Units. The organizational structure included in this outline is recommended as a desirable procedure for developing units. Basically, the Integrated Life Experience Unit Approach is the adaptation of practical every-day experiences into units of work designed to facilitate social growth and learning experiences of the educable mentally retarded. Into each unit are integrated planned experiences in arithmetic concepts, social competency, communication skills, health, safety, and vocational competencies. The flexibility of this approach allows the teacher to draw upon practical every-day experiences that are familiar to the retarded and to develop these experiences into meaningful learning situations. Motivating the retarded becomes less of a problem when you are drawing upon teaching resources with which a child is familiar and relating them to meaningful learning experiences within the individual's environment.

The basic purpose of the developmental steps outlined in the following pages is to encourage the teacher to carefully plan her unit and in the process to accumulate a resource of ideas pertinent to the unit topic. Each step represents an evaluation of the merit of the topic being considered. In other words, the idea of the preliminary step is to test the potential of the unit and to prepare the teacher for the later writing of her lesson plans.

Many teachers approach the writing of units by briefly noting the major points to be covered and

proceeding to write lesson plans. In many cases the result is a well taught unit. However, even a well taught unit may be inadequate if it failed to effectively cover the material. If considerable emphasis is being given to unit teaching in the curriculum, then it is essential that the unit be viewed as a tool for teaching more than specific information relative to an isolated topic. The teaching of academic skills must be considered an integral component to the unit teaching approach. The construct previously discussed and the developmental steps to be described on succeeding pages are designed to require a consideration of these broader curricular demands.

Preliminary Steps

Keep in mind that the purpose of the preliminary steps is to evaluate the potential of the unit and in the process to generate a resource of ideas on content, material, and techniques relative to the unit. To facilitate this effort questions are used to introduce each step. It should also be noted that in progressing through the preliminary steps the teacher is not attempting to write the steps in final form; rather, the purpose is preliminary to the actual writing of lesson plans. As teachers become proficient in this procedure, the preliminary steps become somewhat routine.

Preliminary Steps

- I. Select the unit you plan to teach. (What are the reasons for teaching this particular unit at the present time?)
 - A. When selecting a unit, you should consider the contributions that the unit can make for the total curriculum.
 1. Review the units that have previously been taught.

2. Concern yourself with the needs of the class with respect to strengths and weaknesses in different core areas.
3. Formulate your rationale; take time to jot down why you desire to teach a specific unit at this particular time.
4. Unless past experiences with the class indicate a definite need for concentrated work in one core area, refrain from teaching more than one unit with major emphasis on the same core simultaneously.

B. Your personal interest in a particular unit topic is a poor criterion.

- II. List experience sub-units. (What are the possible related themes around which lessons can be grouped within the context of the unit topic?)

This step is the first test of whether or not your unit topic has potential.

- A. A sub-unit is a short unit related to the main basic theme.
 1. The sub-units should reinforce the basic unit.
 2. Sub-units can be utilized to strengthen core areas in which the basic units show evidence of being weak.
3. The listing of possible sub-units will facilitate organization of learning experiences and activities pertaining to the unit.
4. First list what appears to be logical sub-units in random order.
5. Later organize your sub-units into a sequential pattern.

B. At this stage you are actually generating a resource of ideas about the content and direction

of your unit. These sub-units will later represent collections of lessons. It is also quite probable that many sub-unit topics will be deleted as you progress with your planning.

1. This is the key step in reducing your later efforts in developing a unit.
2. A theme considered a sub-unit in reference to one unit may later be considered a major unit.

III. State your general objectives for the unit. (What are your overall objectives in teaching this unit?

Be general, not specific, at this point.)

A. For the purpose of developing Life Experience Units for the educable mentally retarded, consider objectives as a general competency that you want the children to attain. (Think in terms of overall outcomes.)

B. Because of the various ability levels present in most special classes and the varied background of experiences which the class members possess, as a teacher you must adjust your goals for these children to allow for evidence of success according to the individual pupil's rate of achievement.

You should not anticipate all children becoming proficient in all concepts or objectives.

IV. Outline your unit according to the various core areas, namely, arithmetic concepts, social competency, communication skills, safety, health, and vocational competencies. (What activities can be used to teach the core area skills related to the topic of the unit?)

A. After categorizing the concepts and objectives according to the core areas, the next step is to develop a list of activities which will reinforce the basic core areas.

1. This is an important step in the development of a well-balanced unit and should receive careful attention.
2. Sometimes it is helpful to list activities at random that are related to your basic unit,

then categorize them according to basic core areas.

3. Arrange activities in some order convenient for your use. Review each core area and weed out duplications. Also check to be sure that they are properly categorized. Compare the activities with the pattern of sub-units developed in Stop II. Again, the purpose is to generate ideas on activities and techniques so that you have a resource to draw upon when you are writing your lesson plans.
-
- V. Resource Material (What resource materials and/or people would be appropriate in teaching this unit?)
 - A. Compile a list of resource material and resource people which might be utilized in teaching these children.
 - B. There is generally an unlimited resource of materials for any given unit. These materials are available in many forms and from various sources.
 1. Free and inexpensive materials from commercial companies, Chambers of Commerce, various civic departments, etc.
 2. Field trips can and should be utilized to supplement units when they can definitely contribute to identifying the unit.
 3. There is a wealth of material in the form of visual aids, films, records, magazines, news-papers and disposable materials which can be used to advantage.
 4. The construction of model stores, banks, and post offices can be used when they facilitate the understanding of a concept.
 - C. Resource people can be brought into the classroom for a demonstration and class discussion.
 1. This generally has value prior to or immediately following a field trip.

2. This gives you an opportunity to evaluate the children's oral discussion and, also, their social attitudes in reference to having a guest in the classroom.

Use of Resource People

1. They should understand who they will be talking to.
2. The assignment to them should be clear.
3. You should prepare the children for the session.
4. You should follow up with their evaluation of the activity.

VI. Vocabulary (What words can most easily be taught in relation to this unit topic?)

- A. One of the principal contributions which a Life Experience Unit should make to the retarded child's education is that of helping him to develop a vocabulary made up of words which are crucial to the unit which is being taught. This vocabulary should include words which are relevant for speaking, writing, listening and reading.
- B. You should determine a basic list for the above-mentioned vocabulary area during the early stages of the unit.

1. Be alert for opportunities to integrate these words into lessons in a meaningful way.
2. Allow for frequent repetition of these words, both written and spoken.
3. Provide opportunities for review of vocabulary words about and in conjunction with other units.

Final Step

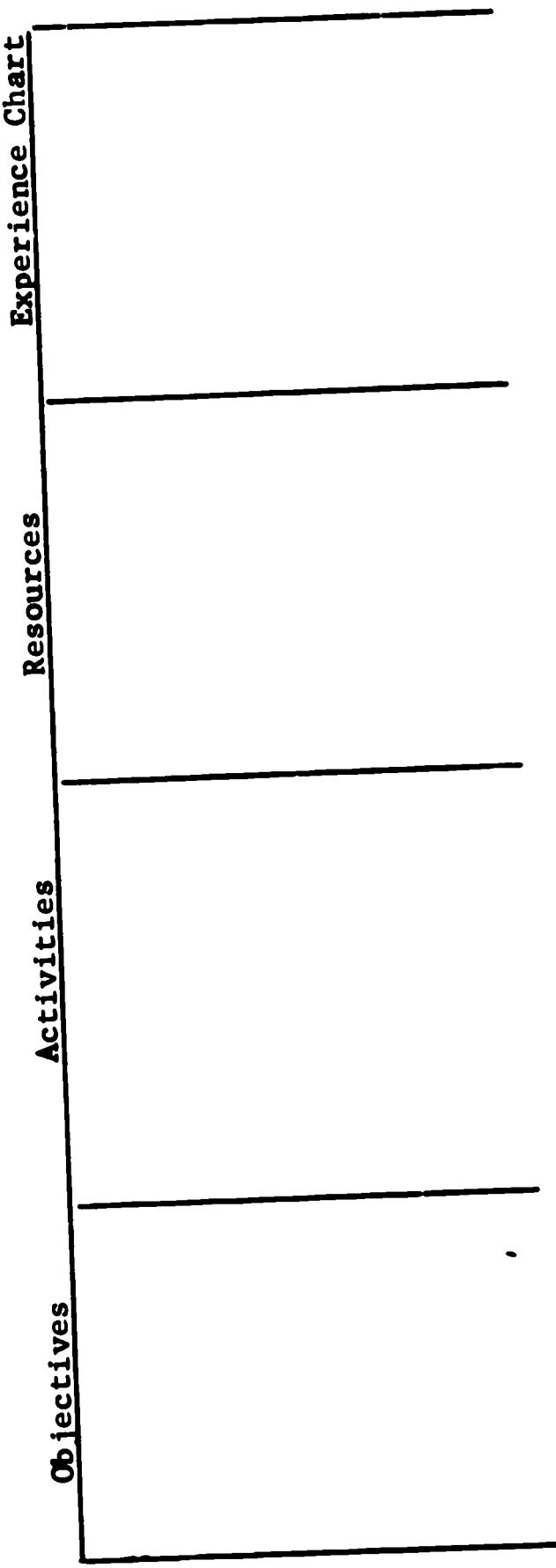
Preparation of Lesson Plan: The preliminary steps were designed to facilitate the actual writing of lesson plans. If the previous steps have been taken seriously and considerable time devoted to their completion, the teacher should now have a wealth of ideas relative to the content and direction of the unit.

A brief review of the preliminary steps should indicate the major strengths and weaknesses of the unit. The teacher should also have accessible a resource of ideas on vocabulary, activities, and community resources.

Until this step, the emphasis has been on generating a resource of ideas on the unit topic and evaluating the potential and appropriateness of the unit. The organization of lesson plans will be sufficient direction for most teachers in teaching a unit. This does not mean that each lesson is written in such detail that exactly what the teacher is to do and say is included. Rather, it means stating objectives for each lesson and specifying how the teacher plans to attain the objective.

Suggested Format: A variety of formats are used by teachers in writing units. The format suggested in this guide is relatively simple. Teachers should feel free to use a format of their own selection or design. However, teachers are encouraged to be consistent in the use of a format.

Format



Column 1:

Objectives: In contrast to the general objectives listed in step III, the lesson objective should be more specific.

1. After listing the objectives for the lesson, you need to explore the concepts which should be taught if these objectives are to be achieved.
2. A concept should result from a planned learning experience that the teacher develops as a means of teaching the children the understandings they need in achieving the general unit objectives which have been stated.
3. When listing concepts, make them specific and keep in mind that concepts should be organized in a sequence that will contribute to the accomplishment of the general unit objective.
4. In listing concepts, it is imperative that you (a) give consideration to assuring representation of the six basic core areas, and (b) that the concepts contribute to the achievement of the general unit objectives.
5. Refer to the list of sub-units which should now be in sequence.

Column 2:

Activities: In this column list the specific class activities which you plan to conduct for each lesson. Sufficient narrative information should be included so that another teacher reading your plans would be able to associate the activities with your class procedures. Also in this column include those vocabulary words which you plan to stress in the particular lesson. Refer to the activities included in the steps for suggestions or activities according to core areas. As you teach your unit indicate

which activities are successful and which are not.

Column 3:

Resources: Specify the resource material or people. If a book is to be used, list the title, author, and publisher, and copyright date.

Column 4:

Experience Chart: Effective use of experience charts as a teaching tool and as a means of recording lessons is the key to successful unit teaching. The use made of experience charts in unit teaching is the same as in teaching reading at the primary level except that this serves a more general purpose throughout the teaching of a particular unit. An immediate response to the suggested reliance on experience charts with the mentally retarded is that the technique is most applicable at the primary level and that older pupils will find it too juvenile. This doesn't have to be the result. If the teacher places value on the technique and alters its use in terms of content and the exercises taught in using the tool with older students, they will accept it.

It is not desirable to write out the story in advance, then attempt to duplicate it exactly on the experience chart during the lesson. However, it is important that the teacher include in the lesson plans approximately what she hopes to end up with on the experience chart. It then becomes the responsibility of the teacher to stimulate discussion so that the children contribute a story which approximates the content planned by the teacher. Although experience charts do not determine the direction of the unit, they do assure continuity if appropriately used. In general, every lesson should be recorded on experience charts. This allows for frequent review and serves as a permanent record of the unit.

Commercially prepared tables are available or the teacher may assemble sheets of 24 x 30 lined newsprint. Regardless of which is used, the teacher will find the use of an easel of considerable assistance.

Suggestions for teaching lessons:

1. Teach the unit, but don't talk the unit. All too frequently units fail because the teacher persists in talking the unit to death and then wonders why the children were not interested.
2. Plan your unit and record the successes and failures of the activities.
3. Always have an alternate activity in mind which you can bring in at any time to change the activity.
4. Be prepared to switch the activity at a moment's notice.
5. Make the initial lesson motivating. Be an opportunist in capitalizing on experiences of the children.
6. Follow each lesson with meaningful seatwork or small group work that can be carried out with a minimum of direction from the teacher.

Summary: The lack of prepared curriculum materials developed for the mentally retarded places considerable responsibility on the teacher for the modification and preparation of teaching materials. This situation coupled with the background typical of children in special classes makes the utilization of well-designed units a reasonable approach to teaching retarded children. This does not mean that the teacher should necessarily organize the total instructional program around Life Experience Units. However, if the curriculum content is to be relevant to the needs of special class pupils, an instructional approach similar to unit teaching becomes almost mandatory for certain areas of the curriculum.

ACKNOWLEDGEMENTS

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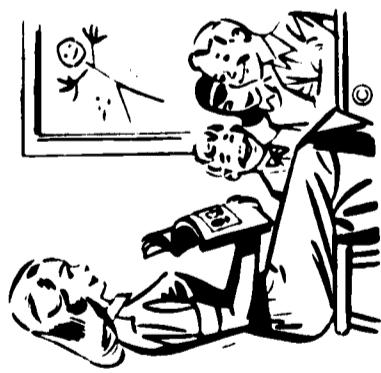
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L I F E E X P E R I E N C E S T A R T E R U N I T

S C H O O L O R I E N T A T I O N

P R I M A R Y L E V E L



I. SELECTION OF UNIT - SCHOOL ORIENTATION

The content of this unit is aimed at guiding the students toward a realistic understanding of what they can expect from the school environment and at the same time revealing what their contributions to the learning environment should be. This unit would, of course, be taught during the first few weeks of the school year and would serve as an opportunity for the teacher to become acquainted with the students and to observe how they function in the classroom situation.

II. SUB-UNITS

- A. Our School
- B. School Friends
- C. Good Manners at School
- D. Safety at School
- E. Health Habits
- F. Keeping Clean and Neat
- G. Good Work Habits
- H. Good Use of School Supplies
- I. School Helpers
- J. Having Fun at School
- K. Our School in the Community

III. GENERAL OBJECTIVES

- A. To help children become familiar with school
 - 1. The classroom environment
 - 2. The school building and playground facilities
 - 3. Types of activities, routines and schedules included in the school program

- B. To realize the values and responsibilities of friendship: to encourage the development of friendships among classmates and teachers
 - 1. Enjoy doing things with friends
 - 2. Being considerate of others' interests, feelings and belongings
 - 3. Finding solutions to disagreements among friends
 - 4. Sharing time and attention with more than one person
- C. To encourage the use of good manners in the classroom and on the playground
 - 1. Use of appropriate expressions such as "please," "thank you," "I'm sorry," "excuse me," etc.
- D. To learn the need for safety rules and to practice them at school
 - 1. Walking in orderly fashion in the halls and on the stairs
 - 2. Being careful not to bump someone who is drinking at the water fountain
 - 3. Using caution with scissors, pencils, and other sharp objects in the classroom
 - 4. Learning fire drill procedures
 - 5. Using playground equipment correctly and carefully
 - 6. Crossing streets safely with the help of the school safety patrol
 - 7. Following safety rules on the school bus

E. To develop the understanding that when people play and work together certain health rules need to be observed

1. Using a handkerchief when coughing and sneezing
2. Washing hands after going to the toilet and before eating
3. Staying at home in bed when sick to prevent spreading germs

F. To stress the importance of a neat, clean appearance at school

1. Keeping hands, face, and body clean
2. Keeping hair clean and combed
3. Wearing clean clothes and keeping them neat

G. To help children understand the importance of developing good work habits

1. Listening carefully, then following directions
2. Finishing one job before starting on something else

H. To teach the proper use of school supplies

1. Handling books carefully so as not to tear them
2. Not wasting paste, paper, soap, paper towels, etc.

I. To understand the jobs and duties of the people who work in the school

1. The school nurse who takes care of children that are sick
2. The cooks who fix hot lunches
3. The custodian who cleans and takes care of the building
4. The bus driver who drives the school bus
5. The principal who helps the teachers do their jobs
6. The teacher's aids who watch the playground and help the teachers
7. The secretary who takes the hot lunch money, runs off papers, and answers the telephone

J. To learn appropriate activities for recess and free time

1. Learning group games to be played on the playground
2. Developing simple skills such as throwing, catching, bouncing, skipping, etc.

K. Becoming familiar with games, toys, and activities that may be played within the classroom on a rainy day or during free time

4. Deciding which games and activities are most suitable for the time, place and size of the group

L. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Use calendar to show current date and to assign weekly room duties
2. Count number of children in the room; number of books, scissors, pencils needed; number of teachers in the building, etc.

3. Choose partners for walks, games, lining up
4. Adding and recording scores when playing games
5. Do simple problem solving in daily use of materials
6. Find page numbers in books
7. Use rulers and yardsticks to measure posters, charts, bookmarks
8. Discuss distances, relative positions, simple directions when taking tours of the school building and playground
9. Pay money for hot lunches, milk, school supplies, school insurance, etc.
10. Learn to tell time in relation to the school's daily schedule
11. Make comparisons - big, little, short, tall, near, far, many, few, etc.

B. Social Competency Activities

1. Discuss and demonstrate proper behavior patterns on the playground, in the classroom, when taking tours of the school building, etc.
2. Keep records of the times children use the phrases "please," "thank you" "excuse me," etc.
3. Read books about good manners and courtesy
4. Dramatize situations which show various interactions between friends
5. Make a mural about friends
6. Develop respect for other people's property
7. Teach group games to encourage sharing of materials and play equipment and fair play

C. Communicative Skills Activities

1. Learn vocabulary words - names of school personnel, objects in the classroom and on the playground, courtesy words, etc.
2. Form sentences to put on experience charts
3. Write labels for desks, tables, shelves, etc. in the classroom
4. Write safety and health rules on posters
5. Compose thank you letters
6. Read classmates' names from the helper chart and names on desks
7. Self-expression opportunities in dramatic play situations
8. Explain rules of games to others
9. Class discussions of activities, books, experiences
10. Listen to resource people who visit the class
11. Make simple maps of the school room, seating arrangements, school location

D. Safety Activities

1. Recognize stop and go signs
2. Make lists of safety rules to follow on the way to school, in the school bus
3. Demonstrate correct and safe ways to play on the playground equipment
4. Make posters on safety and put them in the hallways or by the drinking fountain
5. Practice proper fire drill procedures
6. Pick up pieces of glass, rocks, and sticks from the playground
7. Show how to use scissors and other sharp objects safely

8. Invite a school safety patrol representative and school bus driver to tell about safety rules.

E. Health Activities

1. Demonstrate proper way to wash hands and face
2. Brush teeth after lunch each day
3. Provide combs and hairbrushes for children to use at school
4. Dramatize correct use of a handkerchief; discuss staying home when sick
5. Prepare bulletin board display showing good grooming practices
6. Make check lists of things children can do to keep the classroom clean and neat
7. Visit the hot lunch kitchen to learn about the preparation of school lunches

F. Vocational Competency Activities

1. Have the custodian, cooks, bus drivers tell about their jobs
2. Assign weekly room duties and have children carry them out
3. Stress following directions in games, school work, classroom procedures, etc.
4. Discuss ways to be a good worker at school

V. RESOURCE MATERIAL

Experience chart - tablet, magic markers, pictures, easel

Bulletin boards

Flannel graph and figures

Pictures to illustrate concepts

Maps - simple ones showing room areas, seating, school location

Free and inexpensive materials - health and safety posters

Hand puppet
Scrapbooks
Old magazines

Games, puzzles, etc. for indoor recreation

Balls, bats, jump ropes, etc. for playground use

Games and activities file

Resource people.

Field trips - tour of school facilities

Art materials

Tape recorder

VI. VOCABULARY

Specific names of:

children in classroom

teachers in school building

other school personnel

school building

class designation or grade

| | | | | | |
|----------------|---------------|--------------|----------------|--------------|--------------|
| room | school | desk | shelves | table | work |
| helpers | duties | write | color | read | paint |

| | | |
|--------------------------|-----------------------|-----------------------|
| paper | pencil | scissors |
| clock | hallway | gym |
| lunch room | inside | playground |
| upstairs | downstairs | office |
| custodian | teacher's aid | outside |
| problems | attention | teacher |
| excuse me | I'm sorry | secretary |
| drinking fountain | push | you're welcome |
| slide | teeter-totter | please |
| jump | merry-go-round | take turns |
| traffic | skip | share |
| helper | tether ball | interrupt |
| directions | catch | fire drill |
| | throw | swings |
| | handkerchief | skip |
| | waste | safety patrol |
| | recess | rules |
| | | quiet |
| | | neat |
| | | listener |
| | | discuss |
| | | neighbors |
| | | free time |

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first three lessons show how the unit may be introduced and are all lettered A. These plans deal with the first general objective of the unit, A. To help children become familiar with school. These three lessons have not encompassed completely this first objective, however.

The next three lessons deal with the second general objective, B. To realize the values and responsibilities of friendship. These plans, again, do not cover the objective in its entirety.

The seventh general objective, G. To help children understand the importance of good work habits, is developed in the next two lessons, both of which are lettered G.

The last two plans are lettered K and are concerned with the final objective of the unit, K. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students. These lessons would then be followed by a culminating activity.

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

| | |
|--|---|
| A. To help children become familiar with school | <p>1. Introduce the puppet to the children, who asks them to go on a quick trip with him around the school room. As the puppet "talks" have him tell the boys and girls about the various parts of the room.</p> <p>1. The classroom environment</p> <ol style="list-style-type: none"> Work and play At the puppet's direction, have children place labels on objects throughout the room, such as table, shelves, clock, chalkboard, calendar, reading center, etc. Also put name cards on each child's desk. Display the Helpers Chart. Discuss the various duties and demonstrate how they are done. Stress that everyone must help to keep the room neat and clean by doing their jobs well. Assign specific duties. (Helpers Chart: Write each child's name on a clothespin with a magic marker. Glue pins to oaktag; draw arms and legs on the oaktag to give the impression of human form. Print room duties on the construction paper hats, place hats in clothespins. Assign duties to different children at the beginning of each week.) Seating arrangements Room assignments <p>1) Water plants</p> <p>2) Answer door</p> <p>3) Pass the waste-basket</p> <p>4) Feed the gold-fish</p> <p>5) Etc.</p> |
|--|---|

(On experience chart display a picture of a school room)

Our Room

Our school room is big.

We put name tags on things in the room.

3"x6" oaktag labels
Magic markers
Masking tape

Helpers Chart:
24"x36" oaktag snap clothespins (one for each child in the room)

Elmer's glue

Fancy hats made of construction paper

Chart paper

9"x12" news-print
Crayons

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|---|---|--|---|
| | <p>paper with the label on the object; draw pictures of the objects.</p> <p>6. Vocabulary: school, room, helpers, desk, shelves, table, work center, duties, names of children in classroom.</p> | | <p>(Snapshot of school building)</p> <p><u>Our School</u></p> <p>The name of our school is _____.</p> |
| A. To become familiar with school (cont'd.) | <ol style="list-style-type: none"> 1. Read previous experience chart, <u>Our Room</u>. Experience chart 2. Discuss that there are other rooms in the school besides our own; some are classrooms where other boys and girls learn things, some rooms are offices where people like the nurse and principal work; the lunch room is where we eat lunch; the gym is where we play, etc. Also discuss that the playground is an important part of our school, for this is where we play during recess. 3. Make preparations to tour the school building and playground. Assign specific things to look for or find out; e.g., where the custodian's room is, the name of the secretary, the number of classrooms upstairs, the different kinds of play equipment on the playground, etc. 4. Take tour of school facilities. Talk about the things seen and bring out the specific information asked for. 5. Write experience chart. Read orally. 6. Seatwork: Assign specific children to draw a picture of each classroom, office, the lunch room and gym, each | <p>Camera, film</p> <p>Chart paper</p> | <p>There are some offices.</p> <p>There is a lunch room and a gym.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | | EXPERIENCE CHART |
|---|---|--|--|--|
| | | What We Do At School | Picture of children in a classroom setting.) | |
| A. To become familiar with school (cont'd.) | <p>piece of playground equipment, etc. Mount pictures on bulletin board. Label each picture; e.g., "This is Miss _____'s room."</p> <p>7. Vocabulary: names of school building, school personnel, class designation, gym, playground, upstairs, downstairs, inside, outside.</p> | Bulletin board - Caption: <u>This Is Our School</u> Newsprint Crayons Oaktag sentence strips Magic markers | The playground is outside | |
| 3. Types of activities included in the program. | <ol style="list-style-type: none"> 1. Conduct a "Brainstorming Session" - ask children to think of all the different kinds of things we might do at school this year. List all suggestions on the chalkboard. 2. Read book, <u>Let's Find Out About School</u>. 3. Write experience chart. Read orally. | Chalkboard | (Picture of children in a classroom setting.) | |
| B. To realize the values and responsibilities of friendships; | <ol style="list-style-type: none"> 4. Seatwork: Duplicate experience chart story, leaving blanks for the following words: <u>school</u>, <u>work</u>, <u>fun</u>, <u>help</u>, <u>learn</u>. Children are to write in missing words, referring to experience chart. Draw pictures to illustrate story. 5. Vocabulary: read, play, write, sing, draw, talk, eat, rest, paste, cut. | <p>Book: <u>Let's Find Out About School</u>, Martha and Charles Shapp; Franklin Watts, Inc.; N.Y.; 1961.</p> <p>Chart paper</p> <p>Ditto master copy</p> <p>Crayons</p> <p>Pencils</p> | <p>We will do lots of things at school.</p> <p>Sometimes we will work.</p> <p>We will do some things just for fun.</p> <p>Doing all these things will help us learn.</p> | (Picture of two children playing together) |
| | <ol style="list-style-type: none"> 1. Play a guessing game - have children make up riddles about their friends. For example, "I am thinking of a friend with a red dress on. Who is | | | |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|--|--|---|---|
| | | RESOURCES | ACTIVITIES |
| <p>to encourage the development of friend- ships among classmates and teachers.</p> <p>1. Enjoying doing things with friends</p> | <p>my friend?"</p> <p>2. Discuss why we like our friends, what makes them good friends, what we enjoy doing with our friends, etc.</p> <p>3. Read book: <u>A Friend Is Someone Who Likes You.</u></p> <p>4. Write experience chart. Read orally.</p> <p>5. Seatwork: Make a mural about friends. Have children depict scenes showing ways friends have fun together at school, at home, on the school bus, in the neighborhood, etc. Entitle mural, <u>Friends Have Fun Together.</u></p> <p>6. Vocabulary: friend, fun, together.</p> | <p><u>Friends</u></p> <p>A friend is somebody who you like. They like you, too.</p> <p>Book: <u>A Friend Is Someone Who Likes You;</u> Joan Walsh Anglund: Harcourt, Brace and World, Inc.: N.Y.; 1958.</p> <p>Chart paper Kraft paper Tempera paints Brushes</p> | <p>(Picture of children who are friends)</p> <p><u>Being a Good Friend</u></p> <p>We don't want to hurt other people's feelings.</p> <p>One way to make people feel good is to do the things they like to do.</p> <p>We should be careful with things which belong to other people.</p> |
| <p>B. To realize the values and responsibilities of friendship (cont'd.)</p> <p>2. Being considerate of others' feelings, and belongings</p> | <p>1. Before class time, record on the tape recorder several story situations, stressing, being considerate of others' feelings, belongings, interests. For example:</p> <p>"Jimmy's birthday was on Saturday. He got a very special birthday present - a yellow dump truck just like he's wanted for a long time. On Monday he brought the truck to school in Sharing Time. During the day some boys were playing with it and it got broken."</p> <p>2. Play recording for children, then discuss the story by asking such questions as:</p> <p>"How do you think Jimmy feels?" "How do you think the truck got broken?" "How do the other boys feel?" "What should Jimmy do?" Etc.</p> | <p>Tape recorder</p> | |

RESOURCE MATERIAL EXPERIENCE CHART

ACTIVITIES

3. Through discussion bring out that we must ask permission before playing with someone else's things; that someone's own belongings should be handled with care; personal belongings should be kept in a safe place at school; but even when children are careful accidents may happen. Discuss the children's feelings and why Jimmy may be hurt, etc.

4. Read books: Love Is A Special Way of Feeling and I Need All the Friends I Can Get.

5. Write experience chart. Read orally.

6. Seatwork: Worksheet with two columns. Headings - School Things and Things That Are Mine. Have children draw pictures of five things that belong to the school, and five things that belong to them.

7. Vocabulary: feelings, belong, hurt.

OBJECTIVES

Books: Love Is a Special Way of Feeling, Joan Walsh Anglund: Harcourt, Brace, and World, Inc.: N.Y.; 1960.

I Need All the Friends I Can Get,
Charles M. Schulz;
Determined Productions, Inc.: San Francisco, Calif.; 1964.

Chart paper
Paper
Crayons

1. Review previous lessons by reading experience charts, Friends and Being a Good Friend. Discuss that even among very close friends disagreements or arguments will probably arise. Talk about how such arguments can be settled, e.g., try to stop feeling angry; say "I'm sorry"; both agree to follow the rules or share or take turns; both give in a little; if necessary stay away from each other for awhile, etc.

2. Dramatize situations in which children

B. To realize the values and responsibilities of friendship (cont'd.)

3. Finding solutions to disagreements among friends

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|---|---|---|--|
| <p>show how they might settle their problems. For example, "Susie and Janie were playing jump rope at recess. Susie says Janie missed a jump, but Janie says she didn't."</p> | <p>3. Read book: <u>Let's Be Enemies</u>.</p> <p>4. Write experience chart. Read orally.</p> <p>5. Seatwork: Draw "before" and "after" pictures. Show in first picture how people look when they're having an argument; in second picture, how they look when they've settled their problem. Have children tell about pictures.</p> <p>6. Vocabulary: argument, fight, problem, enemy.</p> | <p>Book: <u>Let's Be Enemies</u>; Janice Udry; Harper and Row: N.Y.; 1961.</p> <p>Chart paper</p> <p>Newsprint</p> <p>Crayons</p> | <p>(Picture of children arguing)</p> <p><u>Fights</u></p> <p>Sometimes friends have fights or arguments.</p> <p>We should do what we can to try to feel happy again.</p> |
| <p>G. To help children understand the importance of developing good work habits.</p> | <p>1. Direct attention to bulletin board used in a previous discussion of the school schedule. Bring out that throughout the day children need to be willing workers so that everyone in the room can be happy and can learn. For example, when school starts each day, children with room duties should do them without being reminded. When it's work time children should listen very carefully so they'll know how to do their work. During work time children must finish their school work before they look at library books or put together a puzzle, etc.</p> | <p>Bulletin board: large clock face showing appropriate times.</p> <p>Caption: What Time Is It?</p> <p>Sentence strips under each clock:</p> <p>"This is the time school starts."</p> <p>"This is work time."</p> | <p>(Picture of children a school room)</p> <p><u>We Are Good Workers</u></p> <p>We listen so we will know how to do our work.</p> <p>We have to finish our work before we can play.</p> <p>We must be quiet so we don't bother other people.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|---|---|---------------------------------------|---|
| <p>2. Finishing one job before starting on something else</p> <p>3. Not disturbing other people who are working</p> | <p>They must be quiet so other children will be able to work. At recess and lunch time, etc. everything should be put away before they leave the room. Discuss what will happen if someone is not a good worker anytime during the day.</p> | <p>"This is recess time"</p> | <p>Our pencils and books and things should be put away before we go outside for recess.</p> |
| <p>2. Write experience chart. Read orally.</p> <p>3. Seatwork: Worksheet on time. Draw clock faces and write sentences corresponding to those on the bulletin board. Children are to draw hands on clock to show correct times. Refer to bulletin board as needed.</p> <p>4. Vocabulary: listen, directions, time, quiet, worker, bother</p> <p>5. Being responsible for assigned room duties</p> | <p>"This is lunch time."</p> | <p>"This is the time we go home."</p> | <p>We do our room duties without being told.</p> |
| <p>G. To develop good work habits (Cont'd.)</p> | <p>Experience chart projector</p> | <p>Filmstrip: "Working Together"</p> | <p>(Sketch of "GOOD WORKERS" bulletin board)</p> |
| <p>1. Review previous lesson by reading experience chart, <u>We Are Good Workers</u>.</p> <p>2. Show filmstrip, "Working Together." Discuss what parts of the filmstrip apply particularly to problems in our classroom.</p> <p>3. Recognize children who display good work habits throughout the school day by putting their names on the "Good Workers" bulletin board. Capitalize on situations which arise in the</p> | <p>Bulletin board: <u>Good Workers</u></p> | <p>Caption: <u>Good Workers</u></p> | <p>Let's Be Good Workers</p> |

If we are good workers we get our name on the Good Worker Board.

Oaktag name cards
Cartoon sketches showing a good

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|--|---|--|--|
| classroom to reinforce, in a meaningful way, the development of good work habits. | 4. Write experience chart. Read orally. 5. Seatwork: Worksheet - Sketches of shelves, cupboards, desks, tables, etc. in the classroom. On second worksheet - sketches of books, games, puzzles, etc. Children are to cut out the pictures of games, etc. and paste them on the pictures of shelves or cupboards where they belong. | listener with big ears, etc. Chart paper Ditto worksheets Scissors Paste | We need to be good workers during work time and when we get ready for recess and at other times, too. When people are good workers it makes our school a happy place. |
| K. To develop an awareness that parents, friends and neighbors are interested in the school and in the progress made by the students | 6. Vocabulary: working, together | 1. In discussion bring out that some parents have not seen our school; perhaps our friends or neighbors have not seen our school either. Suggest making a scrapbook about our school that we can show to people. Plan what to include - pictures of the school building, our classroom, our teacher, our best friend at school, the playground, etc. | (<u>Sketch of Scrapbook</u>) We are going to make a scrapbook about our school. We will show it to our mothers and fathers. We will tell them about our school. |
| | | 2. Write experience chart. Read orally. 3. Seatwork: Begin drawing pictures for scrapbook. With teacher's help, write a sentence about each picture, i.e., This is Mrs. <u> </u> , my teacher. Make cover for book from construction | Chart paper Newsprint Crayons Construction paper Stapler |

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

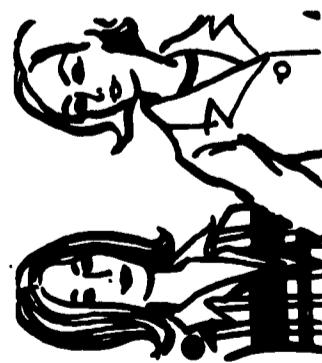
| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|--|---|---|---|
| K. Parents, friends and neighbors are interested in our school (cont'd.) | <p>4. Vocabulary: parents, neighbors</p> <p>1. Pretend that the children's grandparents (or aunt, friend, sister, etc.) call on the telephone to ask about their school. Give each child an opportunity to talk on the toy telephone. Guide children in deciding what are the most important things to tell, e.g., name of the school, grade or room designation, teacher's name, best friend, some things we remember at school such as being careful on the swings, etc.</p> <p>2. Write experience chart. Read orally.</p> <p>3. Seatwork: Finish drawing pictures for "My School" scrapbooks.</p> <p>4. Vocabulary: important, interested</p> | <p>Staple paper; entitle it " My School." Staple booklet together.</p> <p>Toy telephone</p> <p>Scrapbook materials</p> <p>Chart paper</p> | <p>(Picture of people talking on telephone)</p> <p><u>Let's Pretend</u></p> <p>We pretended that we talked on the telephone.</p> <p>We decided to tell the most important things about our school.</p> <p>People like to know about our school.</p> |



LIFE EXPERIENCE STARTER UNIT

CLOTHING

PRIMARY LEVEL



I. SELECTION OF UNIT - CLOTHING

Personal appearance and care of one's property are areas of concern in working with the educable mentally retarded. Many such children come from home backgrounds which offer little encouragement in the selection or care of clothing. The unit topic also provides an opportunity to initiate the teaching of many social competencies. The development of these competencies will eventually contribute to the retarded's acceptance in the social world.

II. SUB-UNITS

- A. Health Habits
- B. Our School
- C. Home and Family
- D. Seasonal Changes
- E. Plants and Animals
- F. Our Community
- G. Keeping Neat and Clean
- H. Safety

III. GENERAL OBJECTIVES

- A. To understand the function of clothing
 - 1. To provide warmth
 - 2. To provide protection

- 3. To contribute to an attractive appearance
- B. To develop a sense of appropriate clothing for various occasions
 - 1. For school
 - 2. For everyday wear
 - 3. For special dress-up occasions
- C. To learn about some kinds of materials that clothes are made of
 - 1. Wool
 - 2. Cotton
- D. To develop an understanding of seasonal changes and the subsequent need for different kinds of clothing
- E. To develop an understanding of how clothing is acquired
 - 1. Used clothing
 - a. Hand-me-downs from relatives and friends
 - b. From organizations such as Salvation Army or Goodwill Industries
 - c. Rummage sales
 - 2. New clothing
 - a. Home-sewn items
 - b. Purchased at stores
- F. To stress the importance of good grooming, cleanliness and the proper care of clothing
- G. To become aware of safety factors in regard to clothing

1. Reason for wearing light colored clothing at night
2. Importance of proper fitting clothes and shoes

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Count to find the number of appropriate clothing items in a mail order catalog
2. Learn to tell time in relation to school time, after school
3. Read thermometer and record daily temperature
4. Dramatize buying clothes at a store; at a rummage sale; at a Salvation Army store
5. Compare differences in costs of buying used clothing and new clothing
6. Recognize coins needed to operate machines at laundromat
7. Read size numbers on various articles of clothing
8. Make comparisons - big, little, short, tall, many, few, etc.
9. Read price tags on new items of clothing

B. Social Competency Activities

1. Dramatize going to parties, church, etc. and wearing dressy clothes
2. Get information about Salvation Army distribution procedures for used clothing
3. Discuss and demonstrate proper behavior patterns when shopping, at a laundromat, etc.
4. List the things that contribute to an attractive appearance
5. Make scrapbooks showing appropriate clothing for different occasions

6. Try on used clothing; decide if it fits properly; if it needs any repairs, etc.

C. Communicative Skills Activities

1. Compose stories to write on experience charts
2. Classify items of clothing in terms of things to wear to school, things to wear for everyday, things to wear for good
3. Label different kinds of materials
4. Use vocabulary words in word games and on worksheets
5. Make a bulletin board about appropriate clothes for different seasons

D. Safety Activities

1. Discuss how clothing protects the body
2. Make pictures and posters showing clothing safety rules to follow
3. Demonstrate safety hazards of clothes or shoes that are too big, hems that are ripped out in skirts, loose dangling belts, etc.
4. Discuss and practice safe conduct while around washing machines, dryers, dry cleaning machines

E. Health Activities

1. Try on articles of clothing made of different materials to see how warm they are
2. Show pictures of various seasons with people dressed accordingly
3. Write stories about why we need to wear different clothing during different seasons
4. Prepare bulletin board display showing good grooming practices

5. Demonstrate proper use of napkins, tissues, etc., to help keep clothes clean
6. Make check lists of things children can do to take good care of their clothes
7. Wash articles of clothing by hand, in a washing machine, at a laundromat
8. Watch the teacher make simple repairs on children's clothing

F. Vocational Competency Activities

1. Stress following directions in unit activities, school work, etc.
2. Encourage good work habits, assume responsibility for clean-up after activities, etc.

V. RESOURCE MATERIAL

Experience Chart - tablet, magic markers, pictures, easel

Bulletin Boards

Samples of cotton, wool, nylon material

Box of used children's clothing

Pictures for bulletin boards, charts, etc.

Old catalogs and magazines

Storybooks, poems, songs

Art materials

Washing powders, bleach

Needle, thread, buttons, snaps, etc.

Field trip - to a clothing store, Salvation Army store, a laundromat

Camera and film

VI. VOCABULARY

| | | | |
|----------|---------------|---------------------|---------------------|
| clothes | shorts | nylon | laundromat |
| clothing | sun suit | sheep | dryer |
| dress | swimming suit | plant | mend |
| skirt | wear | hand-me-down | fit |
| blouse | dressy | out-grown | Salvation Army |
| sweater | warm | size | Goodwill Industries |
| coat | cold | rummage sale | |
| scarf | hot | pattern | |
| cap | cool | ready-made clothing | |
| boots | fall | sew | |
| gloves | spring | sewing machine | |
| | slacks | wash | |
| | summer | detergent | |
| | winter | bleach | |
| | seasons | washing machine | |
| | material | used clothing | |
| | undershirt | clothes line | |
| | underpants | | |
| | sweatshirt | | |
| | cotton | | |

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

Lessons A and B suggest how the unit may be introduced and cover the first general objective of the unit, A. To understand the function of clothing, and part of the second objective, B. To develop a sense of appropriate clothing for various occasions.

Lesson C deals with the third general objective, C. To learn about some kinds of materials that clothes are made of.

The next six lessons are all lettered E and are concerned with teaching the fifth objective,

E. To develop an understanding of how clothing is acquired.

Part of the final general objective, G. To become aware of safety factors in regard to clothing, is developed in the last lesson plan.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|---|---|---|---|
| | | | (Pictures of articles of clothing) |
| A. To understand the function of clothing | <ol style="list-style-type: none"> 1. Introduce unit by reading following poem: The Reason Rabbits and squirrels Are furry and fat, And all of the chickens Have feathers, and that Is why when it's raining They need not stay in The way children do who have Only their skin. 2. Discuss that animals and birds have fur or feathers to keep them warm but since people don't have fur, they need to wear clothes. 3. To contribute to an attractive appearance | Poem from book: <u>All Together</u> by Dorothy Aldis, G. P. Putnam's Sons New York, 1952. | Clothes help keep us warm. Clothes help keep us from getting all scratched up. Clothes help us look pretty. |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|---|---|---|---|
| | | etc. Children are to mark all the pictures of clothes. | etc. Children are to mark all the pictures of clothes. |
| 7. Vocabulary: clothes, clothing, wear, warm. | <p>B. To develop a sense of appropriate clothing for various occasions.</p> <p>1. Reintroduce dolls. Ask children if they can tell where Jim and Judy are going by looking at the clothes they are wearing. Discuss what kinds of clothes you should wear to school; list on chalkboard.</p> <p>2. Read "How About Your Clothes?" pp. 108-109 in <u>Growing Every Day</u>.</p> <p>3. Write experience chart. Read orally.</p> <p>4. Seatwork: Begin to make clothing classification cards--have children find pictures of clothing that is appropriate for school wear. Paste onto 4"x6" pieces of paper; write names of articles of clothing on each card.</p> | <p>Teen-age dolls dressed in school clothes.</p> <p>Chalkboard</p> <p><u>Growing Every Day</u>, by L. W. Irwin, D. L. Farnsworth, C. D. Coonan, Sylvia Gavel, Lyons and Carnahan, Chicago, 1967.</p> | <p>(Picture of children going to school)</p> <p><u>School Clothes</u></p> <p>Our school clothes should look nice. We don't wear our best clothes to school, though.</p> <p><u>School clothes</u> should be things that can be washed.</p> <p>Chart paper</p> <p>Old Catalogs</p> <p>Construction paper cut into 4"x6" pieces.</p> <p>Magic markers</p> <p>Scissors</p> <p>Paste</p> |
| | <p>5. Vocabulary: dress, skirt, blouse, sweater, coat, slacks, jeans, shirt, sweatshirt, shoes, socks.</p> | <p>(In following lessons make cards showing play clothes and dressy, good clothes. Put all cards together; have children play a clothing game, picking out the clothes they would wear if they're going to a movie, to a friend's house to play ball, etc.)</p> | <p>We change our school clothes as soon as we get home.</p> |

| OBJECTIVES | ACTIVITIES | EXPERIENCE CHART | |
|---|---|--|--|
| | | RESOURCE MATERIAL | What Material Is Made From |
| C. To learn about some kinds of materials that clothes are made of. | <ol style="list-style-type: none"> 1. Have doll clothes made from cotton and wool. Tell children the name of each different material. Discuss that wool is very warm and we wear it in the wintertime. Cotton is cooler; many summer clothes are made of cotton material. 2. Discuss what each material comes from - wool from the wool coat of a sheep; cotton from a cotton plant. Display and label on a bulletin board pictures of a sheep, a cotton plant, and if possible a sample of raw wool. Also display large swatches of wool and cotton material and label. Allow children to feel each swatch and tell how it feels. <ol style="list-style-type: none"> 1. Wool 2. Cotton | <p>Teen-age dolls' clothing made of wool and cotton material)</p> <p>Bulletin board Pictures of sheep, cotton plants Sample of raw wool Oaktag sentence strips Material swatches</p> | <p>(Small swatches of wool and cotton material)</p> <p>Wool comes from a sheep. Cotton comes from a plant. Sometimes nylon is used with cotton or wool to make material.</p> |

EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL |
|--|---|---|
| <p>E. To develop an understanding of how clothing is acquired</p> <ol style="list-style-type: none"> 1. Used clothing <ol style="list-style-type: none"> a. Hand-me-downs from relatives 2. Discuss that hand-me-downs are clothes that grown before the clothes are worn out. Strongly emphasize the advantages of hand-me-downs - we can have a lot more clothes if we wear them than if we have to buy all new clothes; hand-me-downs can save money; we can get a lot of wear out of them; it's fun to get these clothes to wear. | <p>1. Collect a box of used children's clothing. Let pupils open box, name each article, decide if it is suitable for school, play, or good, and what kind of weather it would be most suitable for.</p> <p>2. Discuss that hand-me-downs are clothes that grown before the clothes are worn out. Strongly emphasize the advantages of hand-me-downs - we can have a lot more clothes if we wear them than if we have to buy all new clothes; hand-me-downs can save money; we can get a lot of wear out of them; it's fun to get these clothes to wear.</p> <p>3. Have children try on clothes from the box. Discuss picking out clothes that fit; look for size numbers; have children look in mirror to decide if article fits them properly. Point out any minor repairs that might be needed - buttons missing, seams ripped, etc. Suggest their mothers fix it or have the school secretary or teacher's aid repair it. Let children take clothes home.</p> | <p>Box of used children's clothing</p> <p>Hand-Me-Down Clothes</p> <p>Hand-me-downs are clothes that our brothers or sisters or friends have worn and then outgrown. The clothes are not worn out yet.</p> <p>Hand-me-downs look real nice when they fit us right.</p> <p>We can save a lot of money by wearing hand-me-downs.</p> <p>It is fun to get these clothes to wear.</p> <p>Full-length mirror</p> <p>Chart paper</p> <p>Newsprint</p> <p>Crayons</p> |

ACTIVITIES
EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

and write the size numbers if known.

7. Vocabulary: hand-me-downs, outgrown, worn out, size, fit.

E. How clothing is acquired (cont'd)

1. Review previous lesson by rereading experience chart, Hand-Me-Down Clothes.
2. Discuss that sometimes we can get used clothing (define) at a Salvation Army store or Goodwill Industries store. Discuss where closest store is, how to get there, show snap shot picture of the store. Let children who have been to these stores relate their experiences.
3. Bring out that you have to pay for clothing at these stores but that it doesn't cost as much as new clothing bought at a clothing store.
4. Tell children how the Salvation Army or Goodwill gets this clothing - people put used clothing in the big deposit boxes at shopping centers, etc. Workers from the organization pick up everything, sort it, clean or wash the clothing and make any needed repairs. Then it's ready to be sold.
5. Stress that these stores are a good place to buy used clothing because everything has been washed and repaired and the cost is very reasonable.

(Snapshot of Salvation Army or Goodwill Store)

Camera, film
Developed
picture

The Salvation Army
or
Goodwill Store

We can buy good used
clothed clothes at the
Salvation Army Store.

This is a good place
to buy clothes because
everything is clean
and fixed.

Clothes don't cost very
much at this store.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|------------|--|---|--|
| | | ACTIVITIES | RESOURCES |
| 6. | Write experience chart. Read orally. | Chart paper | |
| 7. | Seatwork: Give children duplicated experience chart stories, <u>Hand-Me-Down Clothes</u> and <u>The Salvation Army Store</u> . Draw a picture for each story. Begin to make a scrapbook; entitle it "How We Get our Clothes." | Duplicated experience chart stories Crayons Construction paper for scrapbook covers | (Snap shot of a rummage sale in progress) <u>Rummage Sale</u> |

E. How clothing is acquired (cont'd.)

1. For review, begin bulletin board display. On one area of the board, under title, Used Clothing, put up two previous experience charts. Read and discuss.
2. Discuss that we can also buy used clothing at rummage sales. These are sales held by church groups or ladies clubs; we can look in newspapers or listen to the radio to find out when and where these sales will be held.
3. Stress that our mothers may have to wash and fix some of these clothes and sometimes it is hard to find clothes that are the right size.
4. Dramatize going to a rummage sale and buying clothes.
5. Write experience chart. Read and put up on bulletin board.

Chart paper

EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL |
|---|---|--|
| | <p>6. Seatwork: Duplicate experience chart story, leaving blank the following words: <u>used</u>, <u>clothes</u>, <u>rummage</u>, <u>sale</u>, <u>was</u>, <u>fix</u>, <u>sizes</u>. Children are to write in the words, referring to chart. Draw picture to go with story; put in scrapbook.</p> | <p>Duplicated experience chart story Crayons Pencils</p> |
| E. How clothing is acquired. (Cont'd.) | <p>1. On bulletin board put up heading, <u>New Clothing</u>. Point out that we had been talking about getting clothes that were used; now we'll discuss where we get new clothing.</p> <p>2. New clothing</p> <p>a. Home-sewn items</p> <p>3. Stress that this is a good way to get new clothes; that it is cheaper than buying ready-made clothes.</p> <p>4. Write experience chart. Read orally.</p> <p>5. Seatwork: Duplicate experience chart story, leaving blank the following words: <u>sew</u>, <u>new</u>, <u>material</u>, <u>home-made</u>, <u>ready-made</u>. Children are to write in the words, referring to chart. Draw picture to go with story; put in scrapbook.</p> <p>6. Vocabulary: home-made, new, material, pattern, sewing machine, ready-made.</p> | <p>Bulletin board (Picture of a woman sewing) <u>Home-Made Clothes</u></p> <p>Some of our mothers can sew clothes for us.</p> <p>Mother buys material and a pattern at the store. She sews it at home on the sewing machine.</p> <p>Home-made clothes don't cost as much as ready-made clothes.</p> <p>Duplicated experience chart story Crayons Pencils</p> |

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

(Picture of people shopping in a store)

Ready-Made Clothes

1. Review previous lesson by putting experience chart, Home-Made Clothes, on bulletin board; read and discuss.
2. New clothing
 - a. Refer to term, ready-made clothes. Discuss why they are called this; name the different kinds of stores where we can buy new clothes.
 - b. Purchased at stores
 3. Display a new, ready-made shirt and a shirt purchased at a Salvation Army store. Read the price tags and decide which costs the most money and discuss why.
 4. Write experience chart and put on bulletin board.
 5. Seatwork: Duplicate experience chart story; draw picture to illustrate. Put in scrapbook; assemble all pages and staple together.
 6. Vocabulary: ready-made, cost.

Experience chart
New shirt with
price tag
Used shirt from
Salvation Army
Store.

Chart paper
Duplicated experience chart story

Crayons
Stapler

(Picture of a store)

Our Trip

We're going to buy
some clothes at
Penney's and at the
Salvation Army
Store.

1. Plan a field trip to a clothing store and a Salvation Army store. If possible, plan for each child to actually buy some article of clothing for himself. Discuss looking for the proper size, reading the price tag, figuring out the right amount of money, giving money to the sales clerk, getting a receipt, etc.
2. Plan carefully with the students the kind of behavior expected on the trip, stressing proper conduct in a place of

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | |
|---|--|---|---|
| | | EXPERIENCE CHART | |
| business, not taking items without paying for them, etc. | <p>3. Write experience chart.</p> <p>4. Seatwork: Look in old catalogs for pictures of the articles of clothing children will buy on the shopping trip. Cut out picture, paste, have child indicate his size that he will buy.</p> <p>5. Vocabulary: clothing store, price tag, clerk, sales receipt.</p> | Chart paper | <p>We must be careful not to lose our money.</p> <p>We won't take anything from the store without paying for it.</p> |
| G. To become aware of safety factors in regard to clothing. | <p>1. Get a dress with a part of the hem ripped out and one with a belt that is torn and dangling. Tack both onto a bulletin board or large chart. Draw a cartoon character, Safety Sam, looking at these clothes.</p> <p>2. Draw attention to bulletin board and point out that Safety Sam thinks these clothes are very unsafe. Discuss that when a girl wears a dress like this, she might catch her foot in the dangling hem and fall down. If a girl wears a dress with a loose belt when she's riding a bike, the belt might get caught in the wheel.</p> <p>3. Importance of keeping clothing in good repair.</p> | <p>Two dresses in disrepair</p> <p>Bulletin board</p> | <p>(Sketch of Safety Sam)</p> <p><u>Safety Sam</u></p> <p>Safety Sam says our clothes should be kept all fixed up.</p> <p>A ripped hem might make us fall down.</p> <p>A loose belt could get caught in a bike wheel when we're riding.</p> |

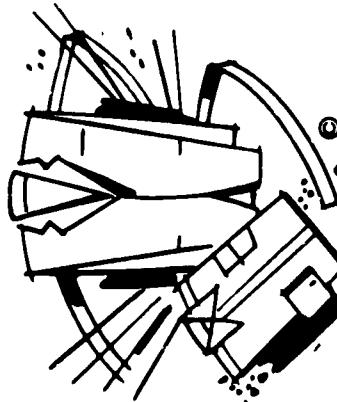
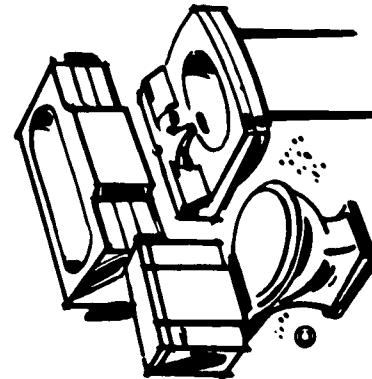
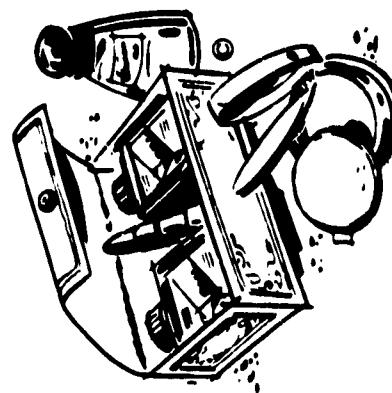


L I F E E X P E R I E N C E S T A R T E R U N I T



G R O O M I N G

I N T E R M E D I A T E L E V E L



I. SELECTION OF UNIT - GROOMING

The development of good grooming habits is important for educable mentally retarded adolescents, for a well-groomed appearance contributes to social acceptability and a feeling of self-confidence.

Since good grooming practices are often not emphasized in the homes of many educable mentally retarded children, this topic is very relevant to the curriculum. In contrast to some unit topics which are more opportunely taught at one specific age level this particular topic should be stressed at all age levels. Teachers will find numerous opportunities for the incidental teaching of good grooming practices in addition to the time spent in teaching a unit specifically dealing with good grooming.

II. SUB-UNITS

- A. Self-Evaluation
- B. Personal Cleanliness
- C. Advertising
- D. Clothing
- E. Home and Family
- F. Weather
- G. Fashions
- H. Leisure Time
- I. Health Habits
- J. Food
- K. Cosmetics and Sundries
- L. Money
- M. Safety
- N. Courtesy
- O. Mental Health

III. GENERAL OBJECTIVES

- A. To develop the realization of why good grooming is socially and vocationally necessary
- B. To develop good personal grooming practices

- 1. Body cleanliness
- 2. Proper skin care
- 3. Hair styling and care
- 4. Care of teeth
- 5. Nail care

C. To learn about proper care and selection of clothing

- 1. Keeping clothes clean
- 2. Proper care of clothing
- 3. Selection of appropriate clothing

D. To recognize that health habits affect personal appearance

- 1. Diet
- 2. Rest
- 3. Exercise
- 4. Weight and Height
- 5. Posture

E. To learn to use cosmetics and sundries correctly

F. To develop the realization that behavior is indirectly affected by good grooming

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Read figures on shampoo bottles to determine which contains the most shampoo
2. Compare costs of different kinds of clothing
3. Figure costs of cosmetics and grooming aids used
4. Measure to find height, weight, clothes sizes
5. Determine costs of dry cleaning, using the laundromat, shoe repair, etc.
6. Discuss weekly shampoos, daily baths, daily teeth brushing, yearly dental examinations
7. Compare the cost of home permanent and professional permanents; home haircuts and those in barbershops
8. Buy items to put in a mending kit and a shoeshine kit

B. Social Competency Activities

1. Look in a mirror and evaluate own personal appearance
2. Discuss impressions and attitudes toward people who are not well-groomed
3. Have a beautician, a cosmetics sales lady and a barber discuss and demonstrate appropriate teen-age hair styles, cosmetics, and grooming practices
4. Arrange a style show of becoming fashions for young people
5. Make a wheel chart showing items necessary for good grooming
6. Demonstrate proper ways to store clothing; mend or repair clothing; press or iron clothing
7. Make a shoeshine kit; a mending kit
8. Read the school's regulations concerning appropriate apparel; discuss reasons for such

regulations

9. Dramatize how people feel and act when they are not well-groomed; compare with when they are well-groomed
10. Make bulletin board display of advertisements for grooming products; critically evaluate information and impressions given
11. Show examples of fads, extreme fashions and hair styles, etc.

C. Communications Skills Activities

1. Find information in health books using table of contents and index
2. Write letters requesting free materials and samples
3. Make check lists of grooming products, good grooming practices, appropriate clothing, health rules, etc.
4. Read and listen to advertisements for grooming products
5. Use telephone to schedule an appointment at a beauty shop
6. Read labels and directions for shampoos, deodorants, hair creams, home permanents, skin preparations, etc.
7. Listen to and summarize talks of resource people

D. Safety Activities

1. Demonstrate safety precautions to observe when using deodorants, skin preparations, razors, etc.
2. Make posters showing safety rules to follow in the bathtub and shower

3. Dramatize importance of keeping hair out of the eyes; eye glasses clean; clothing in good repair, etc.
4. Tape record a student interview with a doctor about the dangers of diet pills, crash diets, etc.

E. Health Activities

1. List leisure time activities that provide good exercise
2. Use shadow pictures on the overhead projector to illustrate examples of good and poor posture
3. Observe experimental rats; note differences in appearance due to different diets
4. Write experience charts about increased need for good grooming practices as puberty is reached
5. Get information from doctors about diets for adolescents who are over-weight
6. Tape record interviews with students concerning lack of sleep, adequate rest; how they act and feel when tired, how they look, etc. Use interviews in dramatized TV commercials promoting a product called Rest.
7. Prepare a bulletin board showing pictures of people who are worried, angry, happy, silly, etc.; write sentences telling how the person's disposition affects their appearance
8. Discuss importance of not using someone else's combs, brushes, lipsticks, etc.
9. Demonstrate and practice filing nails, brushing teeth, washing clothes, etc.
10. View movies about good health habits

F. Vocational Competency Activities

1. Dramatize situations where both well-groomed and poorly-groomed individuals apply for a job
2. Find pictures of appropriate dress for various kinds of jobs
3. Dramatize jobs which students might apply for, such as a paper route, mowing lawns, shoveling walks, babysitting, light house cleaning, shoe shining, running errands

V. RESOURCE MATERIALS

Resource speakers - beautician, barber, cosmetics sales representative, doctor, home economics teacher

Clothing from department store for style show

Shampoo, deodorants, soap, cosmetics, grooming aids, etc.

Full-length mirror

Bulletin boards

Experience charts

Pictures for bulletin boards, charts, etc.

Old catalogs and magazines

Art materials

Materials for mending kits, shoe shine kits

Advertisements for grooming products

Free and inexpensive pamphlets and materials

Newspapers, telephone directory

Iron, ironing board

Health books, trade books

Tape recorder

Overhead projector

Films and filmstrips

Experimental rats

Teen-age magazines such as American Girl, Boy's Life, Young Miss, etc.

VI. VOCABULARY

| | | | | |
|-----------------|----------------|---------------|--------------|----------------------------------|
| grooming | make-up | appropriate | crash diet | acne |
| habits | height | fashions | posture | complexion |
| personal | weight | apparel | exercise | cleanliness |
| adolescents | clothes | advertisement | rest | expensive |
| cosmetics | dry clean | product | menstration | ounce, oz. |
| grooming aids | launder | fad | oil glands | perspiration |
| attractive | repair | extreme | sweat glands | evaporate |
| appearance | mend | appointment | odor | germ |
| shampoo | home permanent | label | disposition | brand names of grooming products |
| deodorant | shoeshine | directions | dandruff | |
| anti-perspirant | beautician | caution | blemish | |
| hair cream | barber | diet | pimple | |

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and covers the first general objective,

A. To develop the realization of why good grooming is socially and vocationally necessary.

The next six lessons are all lettered B and are concerned with teaching the objectives, B. To develop good personal grooming practices. The assumption is made that students have received instruction in sex education prior to the lesson dealing with grooming practices necessary as puberty is reached. These six lesson plans do not encompass the entire objective.

The last three lessons deal with the fourth general objective, D. To recognize that health habits affect personal appearance. These plans, again, do not cover the objective in its entirety.

| OBJECTIVES | ACTIVITIES | EXPERIENCE CHART | |
|---|--|--|---|
| | | RESOURCE MATERIAL | YOUR APPEARANCE ADVERTISES YOU |
| A. To develop the realization of why good grooming is socially and vocationally necessary | <ol style="list-style-type: none"> 1. Introduce unit with discussion of bulletin board; ask if it matters how you look when you go downtown shopping, when you come to school, when you meet someone for the first time, when you apply for a job, etc. 2. Play a tape recording of the material on p. 152 and the first column on p. 153 in <u>Choosing Your Goals</u>. This discusses first impressions and the importance of caring enough about yourself to want to present an attractive appearance. 3. Dramatize situations in which the students apply for a job. Have some students appear well-groomed while others are sloppy and messy looking. Possible job situations: paper routes, mowing lawns, shoveling sidewalks, shoe shining, babysitting, light house cleaning, running errands | <p>Bulletin board-captions, Does It Matter How You Look?</p> <p>Pictures from magazines showing young people who are well-groomed, girls with hair up on rollers, boys with long hair and black leather jackets, etc.</p> <p>Tape recorder</p> <p><u>Choosing Your Goals</u> Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill.; 1967.</p> | <p>The way you look tells other people a lot about yourself. It tells whether you care enough to do a good job of taking care of yourself and your things.</p> <p>A good appearance is determined by:</p> <ol style="list-style-type: none"> 1. clean and neat clothing 2. personal cleanliness |
| | <ol style="list-style-type: none"> 4. Hold a panel discussion with four or five students and the teacher as moderator. Guide discussion by asking what someone sees or looks for when meeting a person for the first time; the students' impressions and attitudes toward people who are not well-groomed; what an employer thinks when he views the personal appearance of an applicant. 5. See film, "Keeping Clean and Neat." 6. Write experience chart and read orally 7. Seatwork: Students copy experience chart to put in "A Grooming Notebook". | <p>Film <u>Keeping Clean and Neat</u>; U-4428; Audio-Visual Center; Division of Extension and University Services, The University of Iowa, Iowa City, 52240.</p> <p>Chart paper</p> | <p>Picture of an attractive, well-attire</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|---|--|---|---|
| 8. Vocabulary: appearance, advertise, grooming, personal, attractive, determine | <p>1. Show the first picture to the class. Put up on bulletin board and attach one of the soap wrappers. Indicate the soap figure's speech by writing on poster paper, "Baby, do you need me?"; fasten on bulletin board. Put up the next two pictures and two more wrapper figures; discuss the obvious need for a bath when doing an activity which makes us very dirty.</p> <p>a. daily bath or shower</p> <p>2. Display last picture and show the soap figure saying, "Baby, you need me, too." Discuss that we cannot always see dirt on our bodies but that it may still be there; that just moving about and doing everyday activities such as going to school exposes us to dirt that is in the air, etc.</p> <p>3. Have students look at their arms or hands; choose a place which looks clean; rub the skin with a cotton ball dampened with rubbing alcohol. Notice the dirt on the cotton.</p> <p>4. Discuss that we need to take a bath or shower every day to wash off this dirt and also wash off sweat or perspiration. Talk about the function of sweat glands - moisture comes out on the skin and dries or evaporates. This helps our body keep cool.</p> | <p>Paper and pencil</p> <p>Bulletin board</p> <p>Pictures from magazines showing:</p> <ol style="list-style-type: none"> 1. a baseball player sliding into home plate 2. a teen-ager working on a hot rod 3. a girl working in a garden 4. students coming out of a school building <p>Four empty bath soap wrappers with faces drawn with magic markers and pipe cleaner legs and arms</p> <p>Poster paper</p> | <p>groomed person to put on experience chart</p> <p><u>Don't Be a Square!</u> <u>Keep Clean</u></p> <p>Dirt can be on our skin even though we may not be able to see it.</p> <p>Our sweat glands help us to keep cool. But if sweat isn't washed off it will collect germs and make a bad odor.</p> <p>We need a bath or shower every day.</p> <p>Use plenty of soap. Just getting wet isn't enough!</p> <p>A daily bath is one of the most important grooming rules.</p> <p>Rubbing alcohol and cotton balls</p> |
| B. To develop good personal grooming practices | <p>1. Body cleanliness</p> | | |

RESOURCES MATERIALS EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | | |
|------------|---|---|---|
| | <p>We sweat most under our arms. Sweat or perspiration does not have an odor itself but when it comes in touch with germs on the skin it can smell very bad.</p> <p>5. Stress again, the importance of taking a bath every day; keeping our bodies clean is one of the most important good grooming rules for it makes us look neat and nice and helps prevent unpleasant body odors.</p> <p>6. Write experience chart and read orally</p> <p>7. Seatwork: Have students draw a series of pictures showing their activities during the past week where they would need "Soapy" - the bar of soap. Write a sentence describing each picture</p> <p>8. Vocabulary: sweat, perspiration, evaporate, odor, germ</p> | <p>Chart paper Picture of a person taking a shower to mount on experience chart</p> <p>Newsprint Crayons</p> <p>Duplicated experience chart story for notebooks</p> | <p><u>Deodorants and Anti-Perspirants</u></p> <p>We use a deodorant to stop odor and an anti-perspirant to stop perspiration or sweating. Sometimes the two are combined into one product.</p> <p>Experience chart</p> <p>Samples of several brands of deodorants and anti-perspirants. Explain that a deodorant stops odor and anti-perspirant helps stop perspiration or sweating. Sometimes the two are combined in one product.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|--|---|--|---|
| | | RESOURCES | ACTIVITIES |
| use of deodorants and anti-perspirants | <p>Look at the labels to find out what each product is. Point out that anti-perspirants are usually in the cream or roll-on form and that the sprays are usually just deodorants.</p> <p>3. Discuss putting on deodorants after taking a bath every morning before coming to school, before going somewhere like a movie or shopping, etc. Stress that it is important to be clean before putting on deodorant, however. The products won't cover up an odor that is already there.</p> <p>4. Display ads for deodorant soaps such as Dial or Palmolive. Discuss that while these can help to stop odor they are not enough - a deodorant is needed, also.</p> <p>5. Point out that while one brand of deodorant seems to work well for one person, someone else may not like that brand at all. Let students use the products each day when they come to school until they find one which they feel works best for them.</p> <p>6. Write experience chart</p> <p>7. Seatwork: Fill in a chart listing brand of product, type (spray, roll-on, etc.), kind (deodorant or anti-perspirant or both), and cost. Refer to samples of products</p> <p>8. Vocabulary: product, deodorant, anti-perspirant, sprays, roll-on, cream, pads, stick, brand names of deodorant products</p> | <p>Deodorants should be put on every day before we go someplace. We have to be clean in the first place, though.</p> <p>Perspiration under our arms can smell very bad. This can bother the people who have to be around us. This is why it is important to use a deodorant every day.</p> <p>Ads from magazines for deodorant soaps.</p> | <p>Chart paper Picture of a bottle of deodorant to put on experience chart</p> <p>Duplicated experience chart story for notebooks</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|---|---|--|--|
| | | Experience chart | Read the Directions First |
| B. Good personal grooming practices (Cont'd.) | <ol style="list-style-type: none"> Review previous lesson on daily use of deodorants by re-reading and discussing experience chart, <u>Deodorants and Anti-Perspirants</u> Point out that there are certain cautions and directions to follow when using these products. Directions are always printed on the box, bottle or jar, etc. Examine samples and read the labels. Discuss what the directions mean and why we need to read them. For example, the label on a can of Right Guard spray states, "Hold can about 6 inches from underarm. Spray 2 seconds. Never spray toward face or open flame. Keep from extreme cold or heat. Do not puncture can or incinerate." Directions to use <ol style="list-style-type: none"> On a student, measure 6 inches with a tape measure; time 2 seconds with the second hand on the clock. Discuss not spraying too long and wasting the deodorant, etc. Talk about the precautions to follow - breathing in the spray could hurt you; spraying into an open flame like a cigarette lighter could cause an explosion; letting the can freeze or putting it in a window in the direct sunlight in the summertime might make it explode. Define the word "incinerate"; suggest putting empty cans with the garbage for the garbage men to pick up, or putting with old tin cans to be taken to the dump. Stress always reading directions before using any product. Write experience chart | <p>Samples of deodorants and anti-perspirants</p> <p>1) How to put on or apply 2) How much to use 3) Cautions to follow</p> <p>Tape measure</p> <p>Clock</p> | <p>Directions are always printed on the label or the box that the deodorant comes in. The directions usually tell:</p> <p>We should always read the directions before we use any product. If we don't follow the directions the product may not work as it should. We might waste some by using too much. The directions also tell us how to use the product safely.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|---|---|--|--|
| | | Old magazines | Ads and Commercials |
| B. Good personal grooming practices (Cont'd.) | <p>1. Assign students to look through magazines and cut out advertisements for deodorants. Display on bulletin board. Also have students note commercials on TV and relate the situations portrayed.</p> <p>1b. Deodorants and anti-perspirants (Cont'd.)</p> <p>(2) Advertisements:</p> <p>2. Discuss that the companies that make deodorants and other products advertise in magazines and on TV so they'll be able to sell more of their products. Advertising can help us by making us aware of useful products that we can buy. But, advertising can be rather bad if we aren't a little critical of what we see and hear.</p> <p>3. Point out the ads for Secret that insinuate that using this deodorant is all that's needed to gain popularity. Discuss what makes people popular - their happy personality, a friendly and helpful attitude, well-groomed appearance (which does not necessarily mean being a beauty queen), etc. Discuss that a strong perspiration odor does not make you pleasant to be near, but it takes a lot more than just using a deodorant to make you popular.</p> | <p>Bulletin Board</p> <p>Advertising can help us by telling us about products and how to use them.</p> <p>Just using a certain brand won't make us more popular or happy, though. Some ads suggest this.</p> <p>Ads that suggest the products guarantee popularity and happiness</p> | <p>Advertising can help us by telling us about products and how to use them.</p> <p>Just using a certain brand won't make us more popular or happy, though. Some ads suggest this.</p> <p>Some ads show sexy girls to try to sell more deodorant.</p> <p>The brand of deodorant that is advertised the most is not necessarily the best kind.</p> <p>We need to think for ourselves and not believe everything the ads say.</p> <p>Ads that emphasize size sex</p> |
| | <p>4. Look at an ad which uses sex appeal, such as one for 007 products that states, "Now, dare to give him what he really wants - 007, the bold new grooming aids that make any man dangerous." Say that many ads and commercials show sexy girls in low-cut or tight dresses because they think this will get people to buy more deodorant and other products. Stress that a deodorant alone will</p> | | |

ACTIVITIES

OBJECTIVES

not make a person sexy. Find several examples of such ads and guide students in evaluating them.

5. On bulletin board showing ads found in magazines, count the number of ads found for the same brand. Have students keep a record of the brands of deodorants advertised on TV in one evening or for two or three days. Discuss that the brands which are most highly advertised are not necessarily the best brand. For example, various sprays are advertised the most but these are the most expensive. Some creams and roll-ons might be better for students to use for they are cheaper and they often are anti-perspirants as well as deodorants - this might be quite important for teen-agers who are active and growing.
6. Stress again that one single product will not completely change us or our lives. Ads are helpful by telling us about products, but they want to sell as many bottles of deodorant as possible. Suggest that as the students are growing up, they're able to begin thinking for themselves and deciding what is best for them. This will mean buying a deodorant that works for them and is not real expensive. The way to make this decision is by trying different brands, figuring and comparing prices, and by being aware that ads and commercials are trying to sell as much deodorant as possible.

7. Write experience chart

Chart paper

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|--|--|---|---|
| | | Deodorant ad from a magazine to mount on experience chart | Deodorant ad from a magazine to mount on experience chart |
| 8. Seatwork: Copy experience chart for notebook. Find an ad to illustrate the point made in each paragraph; paste onto notebook paper | 9. Vocabulary: advertisement, expensive, brand, sex appeal, popular | Paper and pencils Magazines Paste | Your Skin Is Showing Film, <u>Care of the Skin</u> , U-2944; Audio-visual Center, Division of Extension and University Services. The University of Iowa, Iowa City, Iowa 52240 |
| B. To develop good personal grooming practices (Cont'd.) | <ol style="list-style-type: none"> 1. Introduce topic of proper skin care by showing film, "Care of the Skin," and by reading pp. 147-150 in <u>Understanding Your Needs</u> 2. Demonstrate correct way to wash face and hands; stress importance of establishing a daily routine for washing face twice a day, keeping hands clean by repeated washing throughout the day 3. Discuss that each person should have his own towel and washcloth; these should be washed once a week (or more often in the summer when they may become sour smelling). 4. Look in mail order catalogs for the prices of towel racks; discuss and show how these can be put up on the bathroom or kitchen wall to provide extra drying space 5. Display various brands of bath soap, bath oils and bubble bath, hand creams, chapsticks, face creams, body lotions, etc. Compare prices of the different products; bring out that soaps like Ivory or Lava are less expensive than Dial, Zest, or Phase III; that plain baby oil can be used in the bath | <p>Your Skin Is Showing</p> <p>The way your skin looks tells a lot about your grooming habits. The most important skin care rule is cleanliness.</p> <p>Wash your face with soap in the morning and at night. Keep your hands clean all day long.</p> <p>Using someone else's washcloth and towel might spread germs.</p> <p>There are many skin products that you can buy. Some are more expensive than others.</p> | <p>Your Skin Is Showing</p> <p><u>Care of the Skin</u>, U-2944; Audio-visual Center, Division of Extension and University Services. The University of Iowa, Iowa City, Iowa 52240</p> <p><u>Understanding Your Needs</u>; Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill., 1967</p> <p>Different brands</p> <p>Different brands and sizes of bath soap, oils and bubble bath, hand creams, chapsticks, face creams, body lotions, etc. Compare prices of the different products; bring out that soaps like Ivory or Lava are less expensive than Dial, Zest, or Phase III; that plain baby oil can be used in the bath</p> |

| OBJECTIVES | RESOURCE MATERIAL | ACTIVITIES | EXPERIENCE CHART |
|------------|-------------------|--|--|
| | | <p>water and as a lotion and it is cheaper and perhaps better for the skin than highly perfumed lotions and bubble baths. Note that a product like Noxema can be used as a cleansing cream as well as a lotion and it is not as expensive as some other preparations. Also emphasize that the bath size soap bars, the large size bottles, etc. are usually the best buy; read labels to find number of ounces in each size and compare costs</p> <p>6. Discuss using a hand lotion to keep hands from becoming chapped and sore, especially in the winter time. Show a lotion like Cornhuskers that the boys would use. Also, show Vaseline or Chapstick and discuss using on lips regularly. Stress that rough, red and chapped hands and lips do not look nice</p> <p>7. Write experience chart and read orally</p> <p>8. Seatwork: Worksheets with problems about costs of skin care products. Sample items: (1) You can buy 3 bath size bars of Ivory soap for 34¢. You can buy 2 bath size bars of Zest for 34¢. How much does each bar of soap cost? (2) A 6 oz. jar of Aquamarine hand lotion costs \$1.25. A 6 oz. jar of Pacquins lotion costs 69¢. How much more does Aquamarine cost? (3) A 3 oz. jar of Noxema costs 69¢. A 6 oz. jar of Nokema costs \$1.00. If you bought two 3 oz. jars how much would it cost? How much money would you save by buying the big 6 oz. size jar?</p> | <p>Usually the biggest size bar of soap or jar of hand cream is the best buy.</p> <p>lotions</p> <p>Chart paper Picture of a person washing his face to put on experience chart</p> <p>Duplicated worksheets</p> |

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

9. Vocabulary: cleanliness, oil glands, expensive, ounce, oz., product, oils, creams, cleansing, lotions, chapped

| | |
|--|--|
| <p>B. To develop good personal grooming practices (Cont'd.)</p> | <p>1. Review previous lesson by re-reading experience chart, <u>Your Skin Is Showing</u></p> <p>2. Show film, <u>Who Will Come to My Party?</u> which shows how acne can be controlled with skin care and medical attention. Stress importance of cleanliness, keeping hands away from pimples and blemishes, etc. Show special soaps and products such as Cuticura or Clearasil. Have students read the directions on the labels and discuss importance of following these directions carefully. These products can be bought at most supermarkets or in drug stores. Emphasize going to the doctor with severe cases of acne.</p> <p>2. Proper skin care (Cont'd.)</p> <p>c. Effects of puberty</p> <p>3. Discuss that as we grow older our body begins to change in several ways. The oil glands in the skin sometimes produce too much oil which contributes to acne and can make our hair oily. The sweat glands sometimes seem to work over-time and we can perspire quite a bit. Hair begins to grow under arms, on legs; boys may be getting beards. Discuss girls shaving their legs and underarms; boys shaving; and demonstrate safety procedures to use with razors, safe disposal of razor blades, keeping razors and blades out of the reach of younger brothers and sisters, etc.</p> |
| | <p>Experience chart</p> <p>We're Getting Older</p> <p>When we become adolescents our bodies begin to change in several ways. Too much oil from our oil glands can make our hair oily and can make our complexion look bad. It's important to wash our hair and face often.</p> <p>Film: <u>Who Will Come to my Party?</u> available from Modern Talking Picture Service, 1212 Avenue of the Americas, New York, N.Y. 10036</p> <p>Special soaps and products such as Cuticura or Clearasil</p> <p>Water, towels, wash cloths</p> <p>Safety razors and blades</p> <p>Shaving creams, after-shave lotions</p> <p>We may sweat more than usual so daily baths are especially important.</p> <p>Boys may begin to shave and girls need to shave their legs and underarms so they'll look neat.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|---|--|---|---|
| | | RESOURCES | EXPERIENCE CHART |
| 4. Discuss that when girls begin to menstruate they may perspire more during their period; daily baths are extremely important to guard against unpleasant odor | <p>5. Write experience chart. Read orally</p> <p>6. Seatwork: Have students copy experience chart and put in Grooming notebooks. Also write definitions for the following words: adolescent, complexion, odor, daily, perspire</p> <p>7. Vocabulary: adolescent, complexion, odor, daily, perspire, oil, shave, menstruate</p> | <p>Chart paper</p> <p>Picture of a young man shaving to put on experience chart</p> | When girls begin to menstruate a daily bath is very important. |
| D. To recognize that health habits affect personal appearance | <p>1. Secure two experimental rats for a classroom experiment. Feed one a good, balanced diet while giving the other one a poor diet. Have students keep accurate records of food given the rats each day. Take pictures of the rats periodically; date and correlate the records of food given to the animals</p> <p>1. Diet</p> <p>2. Compare the appearance and actions of the two rats and discuss why there is such a difference. Then begin to feed both animals a proper diet and record the changes that take place</p> <p>3. Discuss the effect of what we eat on our appearance. Show a series of cartoon sketches and discuss the following points:</p> <ol style="list-style-type: none"> 1. Rich, greasy foods and too much chocolate with pimples and | <p>Two experimental rats, cages, food</p> <p>Camera and film</p> <p>Candy and nuts or too many french fries can make our face break out.</p> <p>Eating too much can make us fat.</p> <p>Eating enough vegetables and fruit can help</p> | <p>Watch <u>What Goes in Your Mouth</u></p> <p>What we eat can make a big difference in the way we look.</p> <p>Overhead projector Transparencies showing cartoon characters:</p> <ol style="list-style-type: none"> 1. face covered |

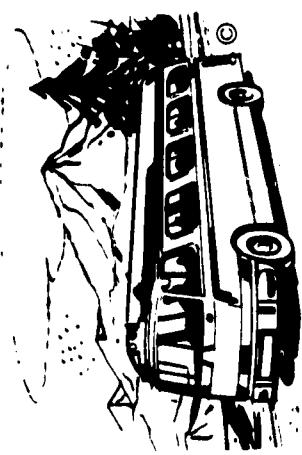
| OBJECTIVE | ACTIVITIES | RESOURCE MATERIALS EXPERIENCE CHART | |
|-----------|---|---|---|
| | | REVIEW | EXPERIENCE |
| | <p>or candy can make acne much worse.</p> <p>2. Too many heavy, starchy foods (or just too much food!) can result in over-weight.</p> <p>3. An unbalanced diet can contribute to a dull pallor and unhealthy-looking coloring.</p> <p>4. Improper eating habits can make us feel and look sluggish and lazy.</p> <p>4. View films, <u>Balance Your Diet for Health and Appearance</u>, and <u>It's All in Knowing How</u>. Discuss and evaluate</p> <p>5. Write experience chart and read orally</p> <p>6. Seatwork: Write caption at the top of a sheet of newsprint - Too Many of These Foods Will Make Me Look Like This. Draw a picture of a fat, unhealthy figure; then look in magazines for pictures of foods such as chocolate candy, potato chips, nuts, etc.</p> <p>7. Vocabulary: balanced diet, greasy, starchy, coloring</p> | <p>blemishes 2. a figure very overweight 3. face with a gray, dull complexion 4. a figure lethargically draped over a chair</p> <p>Films: <u>Balance Your Diet for Health and Appearance</u>, U-5463 <u>It's All in Knowing How</u>, I-3832</p> <p>Audio-visual Center, Division of Extension and University Services, The University of Iowa, Iowa City, Iowa 52240</p> <p>Chart paper</p> | <p>us to have a healthy-looking skin and coloring.</p> <p>Eating proper food has a lot to do with the way we feel.</p> <p>When we eat right it helps us to feel ambitious and cheerful.</p> <p>Picture to put on experience chart of a teen-ager eating food</p> <p>Newsprint Old magazines Paste, scissors, crayons</p> <p>Duplicated experience chart story for notebooks</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | | EXPERIENCE CHART |
|---|--|--|--|--|
| | | Films: | Get Some REST Today! | |
| D. To recognize that health habits affect personal appearance (Cont'd.) | <ol style="list-style-type: none"> 1. Introduce the health habit of adequate rest by seeing the films, <u>Sleep for Health</u>, and <u>Rest That Builds Good Health</u> 2. Dramatize a situation where a TV announcer interviews people concerning a product called REST. The announcer asks the students if they've used this product, how much they've used it, how it makes them feel, how it makes them act, how it makes them look. Have some interviewees tell how they felt and looked before using the product and what a change it made. Tape record these interviews 3. Have students plan and produce TV commercials using these interviews. Make pictures, signs and slogans to show; write scripts; time each presentation; select students for "before and after" pictures; etc. 4. Write experience chart and read orally | Films: <u>Sleep for Health</u> U-3174 and <u>Rest That Builds Good Health</u> , U-3589 Division of Extension and University Services, The University of Iowa, Iowa City, Iowa 52240. Tape recorder | Getting enough rest makes a difference in the way we look. If we've had enough sleep we will look bright and peppy. If we feel good, we will look happy. | A tired person has dark circles around his eyes and he may look pale. He may be too tired to comb his hair right or take good care of his clothes. |
| 2. Rest | | Chart paper Picture for experience chart | Duplicated experience chart story for notebooks Worksheets | <p>Sample items: (1) Jim went to bed at 10:00. He got up at 7:00. How many hours did he sleep? (2) Bob has to get up at 5:00 to run his paper route. He wants to get nine hours of sleep. What time should he go to bed? (3) John watches the late movie on TV until 12:30. He has to get up at 8:00 to get ready for school. How many hours sleep does he get? (4) The Adams family all get up at 7:00 each morning. The baby sleeps 11 hours. Jane sleeps 9 hours. Mr. and Mrs. Adams sleep 8 hours. What time does each person go to bed?</p> |

EXPERIENCE CHART

ACTIVITIES

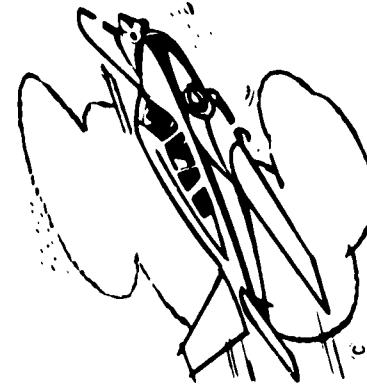
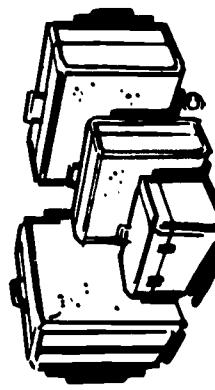
| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | ACTIVITIES |
|---|--|--|--|
| D. Health habits affect personal appearance (Cont'd.) | <p>6. Vocabulary: rest, tired, pale</p> <p>1. Review health habits by rereading experience charts <u>Watch What Goes in Your Mouth and Get Some REST Today.</u> Discuss that getting enough good exercise is also an important health habit that helps us look better</p> <p>2. List on chalkboard activities which students do in their leisure time that provide good exercise. Discuss and demonstrate additional exercises such as push-ups, sit-ups, etc. Suggestions for good activities are found on pp. 37-53 of <u>Choosing Your Goals</u></p> <p>3. Write experience chart and read orally</p> <p>4. Seatwork: Copy experience chart story to put in Grooming notebooks. Draw pictures to illustrate story</p> <p>5. Vocabulary: exercise, circulation</p> | <p>Experience charts</p> <p><u>Choosing Your Goals:</u> Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan: Chicago, Ill., 1967</p> | <p><u>Make Your Muscles Work</u></p> <p>We can have fun and improve our grooming by being outside and getting exercise and fresh air. Our skin will glow from the better circulation of blood in our bodies.</p> <p>Exercise helps us to eat more, sleep better and we find it easier to sit quietly in class.</p> <p>Walking, swimming, or doing push-ups gives us good exercise.</p> <p>Paper and pencils</p> <p>Crayons</p> |



LIFE EXPERIENCE STARTER UNIT

TAKING A TRIP

INTERMEDIATE LEVEL



I. SELECTION OF UNIT: TAKING A TRIP

A meaningful event in a child's life comes during the summer months when he and his family may set out on a vacation. This offers a concrete experience directly related to the child's home life in which important skills in the core areas can be taught. In addition, it is hoped this unit will enable the student to enjoy more fully the trips he takes with his family and to realize the many things that are considered when planning a trip.

II. SUB-UNITS

- A. Iowa Vacation Spots
- B. Writing Letters
- C. Map Reading Skills
- D. Planning for Vacations
- E. Clothing
- F. Packing a Suitcase
- G. Safety on Public Transportation
- H. Conduct in Public Places
- I. Courtesy
- J. Food for Traveling
- K. Asking and Giving Directions

III. GENERAL OBJECTIVES

- A. To become aware of the many places of interest to be visited within the state of Iowa
- B. To develop skill in writing letters of inquiry for information about a particular place
- C. To develop skill in reading a road map
- D. To appreciate the value of planning a trip in advance
- E. To learn to plan for appropriate clothing and personal belongings to take on a trip
- F. To learn about traveling on a bus, a train, or in a car

- G. To learn basic safety rules to be observed on public transportation
- H. To be aware of appropriate social conduct in public places
- I. To develop respect for public property
- J. To understand the importance of eating balanced meals when traveling
- K. To develop skill in asking for directions and help courteously

IV. CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Figure out distances between cities by computing mileage from a road map
2. Compare differences in mileage between various points of interest
3. Use a calendar to determine the dates for going on a trip
4. Figure out how much a vacation will cost -- gas, bus fare, food, motel, admission charges, etc.
5. Determine how long it will take to get to the place of destination
6. Read a car speedometer
7. Read highway numbers
8. Read time charts in bus and train schedules
9. Dramatize paying for train tickets, food in a restaurant, admission tickets, etc.

B. Social Competency Activities

1. Dramatize the correct way to act in public restrooms, restaurants, bus depots, etc.
2. Show pictures of littered and defaced scenic areas, vacation spots, etc.; discuss how they look
3. Practice asking directions to a motel, to the right highway, to a scenic area, to public rest-

rooms, etc.

4. Discuss the importance of keeping close track of billfolds and purses; locking car doors, etc.
5. Make a mural showing people who can help us when we're traveling
6. Take a field trip to a bus depot, a train station

C. Communicative Skills Activities

1. Read names of towns, states, landmarks, etc. on maps
2. Make lists of things to pack in a suitcase when taking a trip
3. Read menus in restaurants and drive-ins
4. Read signs and instructions in public restrooms, bus depots, motels, elevators, etc.
5. Write letters asking for information about vacation spots
6. Read street signs, traffic signs, highway markers, etc.
7. Look at travel folders, ads in magazines and newspapers, pictures of vacation areas, etc.
8. Make lists of things to consider when planning a trip, e.g., available time, amount of money available for a vacation, family situations, etc.
9. Listen as someone gives directions for getting to a certain place; practice following directions

D. Safety Activities

1. Discuss hazards of driving too long without adequate sleep
2. Make lists of safety rules to follow when riding on a bus or train

3. Dramatize appropriate behavior when riding in a car
4. Make pictures and posters of safety rules to follow at vacation areas, e.g., being careful when near rivers or lakes, being on the look-out for poison ivy, keeping fingers clear of elevator doors, etc.
5. Show safety posters about fastening seatbelts in the car

E. Health Activities

1. Develop bulletin board displays showing appropriate clothing for different kinds of vacations
2. Make charts about proper food to eat when traveling
3. Discuss car sickness and what can be done about it
4. List cleanliness rules to follow when away from home
5. Dramatize proper manners when eating in a public restaurant

F. Vocational Competency Activities

1. Discuss the jobs of some people who help us when we're traveling, such as the filling station attendant, cleaning maid, waitress, bus boy, and janitors, etc.
2. Stress being honest and responsible when away from home

V. RESOURCE MATERIAL

Experience Chart - tablet, magic markers, pictures, easel

Bulletin Board

Iowa Road Maps

Calendar, Clock

Bus and Train Schedules, Motel Rate Schedules, Restaurant Menus

Old Catalogs and Magazines

Art Supplies

Tape Recorder

Overhead Projector

Books, Poems

Field Trip - to bus and train depots, to a museum, park or other point of interest

Free and Inexpensive Materials - safety posters, anti-litter posters, etc.

Films and Filmstrips

Suitcase, Clothing, and Personal Belongings

Money

VI. VOCABULARY

| | | |
|--------------------|-------------------|------------------------------------|
| depot | east | U.S. highway |
| terminal | west | state highway |
| timetable | courteous | county road |
| fare | register | 2-lane paved highway |
| train | motel | multi-lane divided highway |
| bus | hotel | bituminous or blacktop road |
| route | restaurant | gravel road |
| speedometer | restroom | highway marker |

| | | | | |
|-----------|----------------------------|------------------|---|----------------|
| menu | Interstate highway mileage | highway junction | names and locations of places of interest in Iowa | Distance Table |
| direction | schedule | legend | scale | symbol |
| north | road map | | | |
| south | | | | |

accumulated mileage figures
highway junction
names and locations of
places of interest in
Iowa

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and covers the first general objective of the unit, A. To become aware of the many places of interest to be visited within the state of Iowa.

The next four lessons are all lettered C and deal with the third general objective, C. To develop skill in reading a road map. It is assumed that the students will have had previous experiences in working with maps at the primary age level and will be familiar with the following concepts and skills: (1) a map represents an area, (2) map symbols represent physical things within an area, (3) direction notations on a map, and (4) understanding of the scale of a map.

At the secondary level it is assumed that map skills which will be developed will include (1) location of places on a map by use of a grid system, (2) population figure charts, (3) reading city maps, (4) various time zones in the United States.

The general objective, D. To appreciate the value of planning a trip in advance is developed in the next two lessons.

The last three plans are concerned with the final objective, E. To develop skill in asking for directions and help courteously and with the culmination of the unit.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|--|--|---|--|
| | | Vacations in Iowa | |
| A. To become aware of the many places of interest to be visited within the state of Iowa | <p>1. Introduce unit by calling attention to bulletin board display. Discuss pictures, noting the towns or cities where these attractions are located. Encourage students to relate their own vacation experiences.</p> <p>2. View some of the films about places of interest in Iowa. (These films are basically historical in nature but do show interesting landmarks, etc. and can be adapted for use in the unit.)</p> <p>3. Bring out that there are many interesting places to go in Iowa for a vacation; some are close to where we live; others would require a longer trip; sometimes if we go to visit relatives on our vacation, we could also stop to see some areas of interest.</p> | <p>Bulletin board: Large outline of the state of Iowa. Caption - Let's Take a Trip to Iowa for a vacation. If we want to take a short trip we could visit _____ or _____. If we have more time and want to take a longer trip, _____ or _____ would be interesting.</p> <p>Labeled pictures of various places of interest in the state (taken from <u>Inviting Iowa, Beautiful Land Between Two Rivers</u>, available free from Iowa Development Commission, Tourism and Travel Division, 250 Jewett Building, Dept. 11, Des Moines, Iowa 50309</p> | <p>Films available from: Audio-visual Center, Division of Extension and Univ. Services, The Univ. of Iowa, Iowa City, Iowa 52240 <u>4902</u> <u>Burlington, UK-</u> <u>Cedar Rapids, UK-</u> <u>4303</u></p> |

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

A. To become aware of the many places of interest to be visited within the state of Iowa.
(Cont'd.)

Clayton, UK-4783
Clinton, UK-5328
Council Bluffs, UK-4898
Decorah, UK-4798
Des Moines, UK-5096
Dubuque, UK-4897
Estherville, UK-5105
Fairfield, UK-4792
Festina, UK-5107
Fort Dodge, UK-5102
Fort Madison, UK-4899
Froelich, UK-4802
Galland, UK-4900
Grinnell, UK-5331
Guttenberg, UK-4797
Hoover's Birthplace,
UK-3906
Independence, UK-5329
Iowa City, UK-5031
Keokuk, UK-4901
Lamoni, UK-4805
Little Brown Church,
UK-3905
Marquette, UK-4782
Mason City, UK-4806
McGregor, UK-3898
Mount Pleasant, UK-5315
New Melleray, UK-5034
Newton, UK-4809
Oakville, UK-5198
Old Stone Capital,
UK-3901
Oskaloosa, UK-5322
Pella, UK-3902
Plum Grove, UK-3900

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|--|--|--|--------------------------|
| A. To become aware of the many places of interest to be visited within the state of Iowa (Cont'd.) | <p>4. Write experience chart</p> <p>5. Seatwork: Have students decide which vacation spots they are most interested in. Make a list, including name of attraction and location of each. Keep lists for use in successive lessons when students will write letters of inquiry for additional information about these particular places.</p> <p>6. Vocabulary: vacation, trip, names and locations of places of interest in Iowa, e.g., Herbert Hoover Birthplace at West Branch, Old Cable Car at Dubuque, etc.</p> | <p>Chart paper</p> <p>Picture for experience chart showing people visiting a vacation attraction.</p> | |
| C. To develop skill in reading a road map. | <p>1. Introduction to road maps</p> <p>1. Reproduce a simple road map and legend (such as that shown on p. 17 of <u>How Far?</u>) View on overhead projector; explain the legend symbols and point to examples. Make ditto copies of the map for each student. Discuss distance key and measure distances to find mileage between various points; also read mileage figures on map. Give students</p> | <p><u>How Far?</u>, Wm. D. Pattison and Ruth Robbins, Rand McNally and Co.: Chicago, Ill., 1965.</p> <p>Overhead projector</p> | <p>Ditto master copy</p> |

RESOURCE MATERIAL EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | TRANSPARENCIES | READING A ROAD MAP |
|--|---|--|--|
| | <p>exercises in reading the map, e.g., "If you go north on the Interstate Highway, what cities will you go through?" "How many miles is it from Town A to Town B?" Etc.</p> <p>2. View film, <u>Reading Maps</u>.</p> <p>3. Write experience chart. Read orally.</p> <p>4. Seatwork: Answer written questions about map, e.g., (1) Fairview is _____ miles from Atlanta by road. By airplane the distance would be about _____ miles. (2) Driving west from Atlanta, the first town you would come to is _____. It is _____ miles from Atlanta. (3) If you drove from Atlanta to Alpena, you would pass _____ roads on your right and _____ roads on your left. If you turned onto a road to your right, would you then be heading north, south, east, or west? (4) Start at the town that is farthest east. Go about 14 miles west, 28 miles north, and 5 miles east. You will arrive in _____. (5) The shortest route by state highway from Curran to Atlanta is by routes _____.</p> | <p>Film: <u>Reading Maps</u>, U-4250; Audio-Visual Center, Division of Extension and Univ. Services, The Univ. of Iowa, Iowa City, Iowa 52240</p> <p>Chart paper</p> | <p>On a road map is a legend. It tells us what symbols stand for Interstate highways, state highways, U.S. highways, county roads, and cities.</p> <p>The distance key shows how many inches stand for how many miles. Mileage figures are also shown between cities and towns on the map.</p> <p>Picture of simplified road map to use on experience chart</p> <p>Paper</p> <p>Pencil</p> |
| C. To develop skill in reading a road map. (Cont'd.) | <p>5. Vocabulary: road map, legend, scale, symbol, Interstate highway, U.S. highway, state highway, county road, distance key, mileage, route.</p> <p>1. Give each student a copy of the official Highway Map of Iowa. Direct attention to the legend. As each symbol is discussed build a bulletin board display - use enlarged symbols, pictures of each type of road, highway signs, etc. Discuss the following</p> | <p>Official Highway Map of Iowa, available from the Iowa State Highway Commission, Ames, Iowa</p> | <p>MAP SYMBOLS</p> <p>The pink highway symbols usually show U.S. highways or good ways or good</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL, EXPERIENCE CHART | |
|--|---|---|--|
| | | RESOURCES | PROCEDURES |
| 2. Symbols on road maps | <p>symbols: 2-lane paved highway, multi-lane divided highway, Interstate highway, bituminous or blacktop road, gravel road, Interstate marker, U.S. highway marker, state highway marker, state parks, and the symbols for the different sized cities and towns.</p> <p>2. Locate various symbols on map; look at area near students' home towns.</p> <p>3. Write experience chart. Read orally.</p> <p>4. Seatwork: Have students make charts of important map symbols; draw symbol, write sentence telling what the symbol stands for.</p> <p>5. Vocabulary: 2-lane paved highway, multi-lane divided highway, bituminous or blacktop road, gravel road, marker.</p> | <p>Bulletin board</p> <p>Camera, film</p> <p>Snapshots of different types of highways, highway signs and state parks, etc.</p> <p>Chart paper</p> | <p>state highways. The interstate highways are shown with a big pink and black line.</p> <p>Black highway symbols show some state highways. The blue lines show county roads.</p> <p>The shape of the highway markers shows if it is an interstate, U.S. or state highway.</p> <p>The legend cut from an Iowa road map to mount on experience chart.</p> |
| C. To develop skill in reading a road map. (Cont'd.) | <p>1. Point to the Scale of Miles, or distance key at the bottom of the legend chart on the Iowa road map. Discuss that this map is drawn so that $1\frac{1}{2}$ inches on the map represents or is equal to 20 miles. Have students use rulers to measure the distance between Oelwein and Strawberry Point. The space on the map between the circle that stands for Oelwein and the circle that stands for Strawberry Point is $1\frac{1}{2}$ inches long, therefore, we know these two towns are 20 miles apart.</p> <p>2. Point out the pink colored "20" printed on the</p> | <p>Official Highway Map of Iowa</p> <p>Rulers</p> <p>Opaque projector</p> | <p><u>Finding Out How Far</u></p> <p>On our Iowa road maps $1\frac{1}{2}$ inches stands for 20 miles. This is called the scale of miles.</p> <p>We can figure out how far it is to different towns by</p> |

RESOURCE MATERIALS EXPERIENCE CHART

ACTIVITIES

measuring with a ruler. But numbers written on the map also tell how far it is between various towns and highway junctions. These numbers are called accumulated mileage figures.

map about half-way between Oelwein and Strawberry Point. Refer to legend; explain that these pink numbers tell how many miles it is between places on the map that have pink stars by them. Using opaque projector show examples, e.g., it is 20 miles from Strawberry Point to Oelwein, 15 miles from Oelwein to Independence, 13 miles from Independence to the junction of State Highway 150, 16 miles from this junction to Vinton, etc.

(Whether to discuss the small black mileage figures indicating distances between highway junctions, etc. will probably depend upon the particular group of students being instructed. If they readily understand the concept of accumulated mileage figures, the discussion can be expanded to include these additional figures. This concept may be postponed, however, if it would tend to confuse the students at this point.)

Chart paper

Section cut from map and mounted on experience chart; circle accumulated mileage with marker.

3. Write experience chart

4. Seatwork: Worksheet exercises using the road map. Questions such as: If you wanted to go from Algona to Humboldt, what highway would you take? _____ Is this a U.S. or state highway? _____ What direction would you be traveling? _____ How many miles would you travel? _____

5. Vocabulary: accumulated mileage figures, highway junction, measure

1. Review previous lesson on computing mileage between various towns, etc. Read experience chart, Finding Out How Far

- Have students figure out mileage between towns
- (Cont'd)

Using the Distance Table

The Distance Table is a chart on the

Duplicated worksheet exercises

Experience chart

Using the Distance Table

OBJECTIVES**RESOURCE MATERIAL EXPERIENCE CHART**

5. Reading a Distance Table on the back of the Iowa Road Map. Using the opaque projector, show students how to use the table: Find the name of the first city you want, Des Moines, at the top of the chart. Put a piece of paper along the row of numbers that go down under this name. Now find the name of the other city, Mason City, at the top of the chart. Put a second piece of paper under the numbers that go across the chart from the name, Mason City. The number in the box where the papers meet tells how many miles it is between Des Moines and Mason City.

3. Give students opportunities to use the Table. If their home town is not listed in the Table, find the nearest city that is, figure mileage to that city, add this to the mileage figures in the Table, etc.

4. Write experience chart. Read orally

5. Seatwork: Worksheet exercises using the Distance Table and the road map. Examples of questions: How many miles is it from Cedar Rapids to Dubuque? Which would be the longest trip, from Boone to Charles City or from Ames to Manly? How far is it from Ames to Manly? If you were flying in an airplane, how many miles would you travel from Fort Dodge to Mason City? If you went in a car how many miles would you go on a trip from Fort Dodge to Mason City? Etc.

Official Highway Map of Iowa
Opaque projector
Additional references for map skills:

Finding Ourselves, Eileen Corcoran, Frank E. Richards, Publishers: Phoenix, N.Y., 1966

How Maps and Globes Help Us,
David L. Hackler,
Benefic Press:
Chicago, Ill.

Chart paper

Distance Table
cut from an Iowa map and mounted on experience chart
Duplicated worksheet exercises

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
|---|---|---|--|
| | | Things to Think About When Planning a Trip | Large cardboard box |
| D. To appreciate the value of planning a trip in advance. | <p>1. Display a large box which has been covered with a road map, parts of travel folders, etc. Use cut out letters to form question on box: Are You Ready to Go On a Trip? In box put travel folders, ads from newspapers, etc. which advertise vacation areas. On each folder type or print one question:</p> <p>How much money will you need to take on your trip?</p> <p>When will you go on your trip?</p> <p>How long will you stay when you're on vacation?</p> <p>Where will you go on a trip?</p> <p>What clothes will you take on a trip?</p> <p>How will you travel?</p> <p>Where will you sleep when you're on a vacation?</p> <p>Where will you eat when you're on a trip?</p> <p>What will you do for fun on your trip?</p> <p>What things will you have to pay for when you go on a trip?</p> <p>How many miles will you travel when you take your trip?</p> | <p>1. How much time do we have?</p> <p>2. How much money can we afford to spend?</p> <p>3. Where will we go?</p> <p>4. What clothes and things will we take?</p> <p>5. How will we travel?</p> <p>6. Where will we stay?</p> <p>7. Where will we eat?</p> | <p>Large cardboard box</p> <p>Old road maps, travel folders, etc.</p> <p>Cut-out letters from construction paper</p> <p>Copies of travel folders, ads from newspapers and magazines.</p> |
| | <p>2. Ask students if they're ready to go on an imaginary trip, have them take a folder or ad out of the box before they "leave" on vacation and look through it until they find the typed question. Have students try to answer these questions in reference to the kind of trip they'd like to take.</p> <p>3. Bring out that before going on a real trip these kinds of questions should be considered</p> <p>4. Summarize the important things to think of when planning a trip and write experience</p> | <p>Chart paper</p> | <p>Paper and pencil</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|--|--|-------------------------|--|
| <p>D. To appreciate the value of planning a trip in advance. (Cont'd.)</p> <p>5. Seatwork: Copy experience chart and keep in a notebook.</p> | <p>1. Review previous lesson by reading experience chart, <u>Things to Think About When Planning a Trip.</u></p> <p>2. Discuss how each point affects the kind of trip we can take. For instance, if we can be gone for two weeks we might take a longer trip than if we have just a week-end. A long trip will probably cost more than a shorter one. If we don't have enough money we may not be able to take a trip at all. If we stay with relatives we'll probably eat at their house. Etc.</p> <p>3. Summarize how our trips might be affected by each of these considerations. Have students record statements on the tape recorder.</p> <p>4. Stress the importance of considering these questions before taking a trip; write experience chart.</p> <p>5. Seatwork: Have students read the following directions and make lists for each:</p> <ol style="list-style-type: none"> 1. Plan a week-end trip to see a relative. What might you need to spend money for on your trip? 2. Plan a three-day sight-seeing tour to Des Moines. What might you need to spend money for on your trip? 3. Plan a two-week camping and fishing trip to Backbone State Park. What might you need to spend money for on your trip? | <p>Experience chart</p> | <p>It's <u>Important To Plan</u></p> <p>Planning for a trip can make it more enjoyable. If we plan carefully, we won't run out of money before we get back home. If we plan ahead we'll take the right kinds of clothes for the kinds of activities we'll be doing.</p> <p>If we're going to travel by car, we'll have to study the road map to find the right highways to take.</p> <p>It is important to plan before we leave.</p> |

RESOURCE MATERIAL EXPERIENCE CHART

ACTIVITIES

OBJECTIVES

K. To develop skill in asking for directions and help courteous- ly.

1. Play several tape recorded narratives and discuss what should be done in each situation.

I. "The Campbell family were traveling in their car through northern Iowa. They were going to visit an aunt and uncle who had just moved to Mason City. They were driving north on U.S. Highway No. 63 and wanted to turn west on Highway 18. But somehow Mr. Campbell missed the junction and he doesn't know how to find this highway."

2. Who to ask for help.

Discuss stopping at a filling station, store, or restaurant to ask directions to the right highway; who to ask if they are not near a town; how to ask politely; etc.

II. "Jim Hansen left his coat in the car while he and his family went into a restaurant to eat lunch. When they came out, Jim discovered his coat was missing."

Discuss who to go to when something is stolen; what information the police will need; stress locking the car and not leaving things in sight, etc.

III. "Trudy Westphal was going to take the train to Des Moines to see her grandmother. While she was waiting in the train depot she wanted to go to the restroom but she didn't know where it was."

Tape recorder

Asking For Help

When we're traveling sometimes we need to ask for help. We might have to ask how to find a highway, a motel, a place like a park or museum, or a restroom.

Some people who we can ask for directions and help are filling station workers, people who work in restaurants and stores, policemen and highway patrolmen.

We should be very polite when we ask for directions.

RESOURCE MATERIAL EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|--|---|---|--|
| <p>K. To develop skill in asking for directions and help courteously. (Cont'd.)</p> <ol style="list-style-type: none"> When to ask for help Who to ask for help (Cont'd.) | <p>Discuss who to ask; proper use of public restrooms; etc.</p> <p>IV. "When the Simpsons were driving along the Interstate, their car started to make a funny noise. The noise got worse and soon the engine stopped altogether."</p> <p>Discuss what to do on the Interstate; what to do on other highways; who to ask for help; what to do with the car; etc.</p> <p>2. Write experience chart and read orally.</p> <p>3. Seatwork: Begin to make a mural showing the people who can help us as we're traveling. Depict each person offering help in certain situations, e.g., a patrolman driving up to a stalled car, a waitress pointing to the restrooms in a restaurant, etc.</p> | <p>Chart paper</p> <p>Picture of a person talking to a filling station attendant, mounted on experience chart.</p> <p>Kraft paper Tempera paint Brushes</p> | <p><u>Asking and Giving Directions</u></p> <p>We must be very courteous when we ask someone for directions. We also have to listen carefully</p> |
| <p>K. Asking for directions and help courteously. (Cont'd.)</p> | <ol style="list-style-type: none"> Review previous lesson by re-reading experience chart, <u>Asking For Help</u>. Play the tape recorded narratives again and dramatize each situation. Stress asking for help politely and listening carefully to the directions given. Dramatize following these directions. Emphasize also how to give directions to people. | <p>Experience chart</p> <p>Tape recorder</p> <p>Taped narratives used in previous lesson</p> | <p>-100-</p> |

RESOURCE MATERIAL EXPERIENCE CHART

ACTIVITIES

| | | | | |
|--------------------------------|--|---|--|---|
| <u>OBJECTIVES</u> | <p>3. Give further dramatization experiences in giving directions--to places in the school building, in the town, in the area, etc. Discuss that people traveling through our home town might ask for directions. Emphasize the need for clarity, courtesy, etc.</p> <p>4. Write experience chart. Read orally.</p> <p>5. Seatwork: Write stories to go with mural--tell what kind of help we might ask each person for and how we would ask. Mount stories on pieces of burlap or other textured material and display with mural.</p> <p>6. Vocabulary: courteous, follow directions.</p> | <p>Chart paper</p> <p>Paper and pencils</p> <p>Mural</p> <p>Pieces of colored burlap or other textured material</p> | <p>so we'll be able to follow the directions they give us.</p> <p>If people ask us for directions we should tell them as clearly as we can. If we don't know how to get to the place they want, we should tell the people who can help them.</p> | <p>(Make lists of things to consider in planning the trip: the highway routes to follow, rules of conduct on the bus and at the museum, etc.)</p> |
| <u>L. Culmination of unit.</u> | <p>1. Make plans to take a one day field trip to a museum, state park, scenic area, etc. which is fairly near the school.</p> <p>2. Let students help decide where to go on the trip. Consider how much time will be available, what expenses there would be for the students at different places, what would be interesting to the most people in the class. Write letters to various places for specific information.</p> <p>3. When a place has been decided upon for the trip, look at road maps to find out how to get there. Mark the route on the map. When actually taking the trip, have two students be responsible for telling the school bus driver what highways to take,</p> | <p>Chalkboard</p> <p>Chart paper</p> <p>Stationery</p> <p>Stamps</p> | <p>Iowa road maps</p> <p>Magic marker</p> | |

EXPERIENCE CHART

RESOURCE MATERIAL

ACTIVITIES

OBJECTIVES

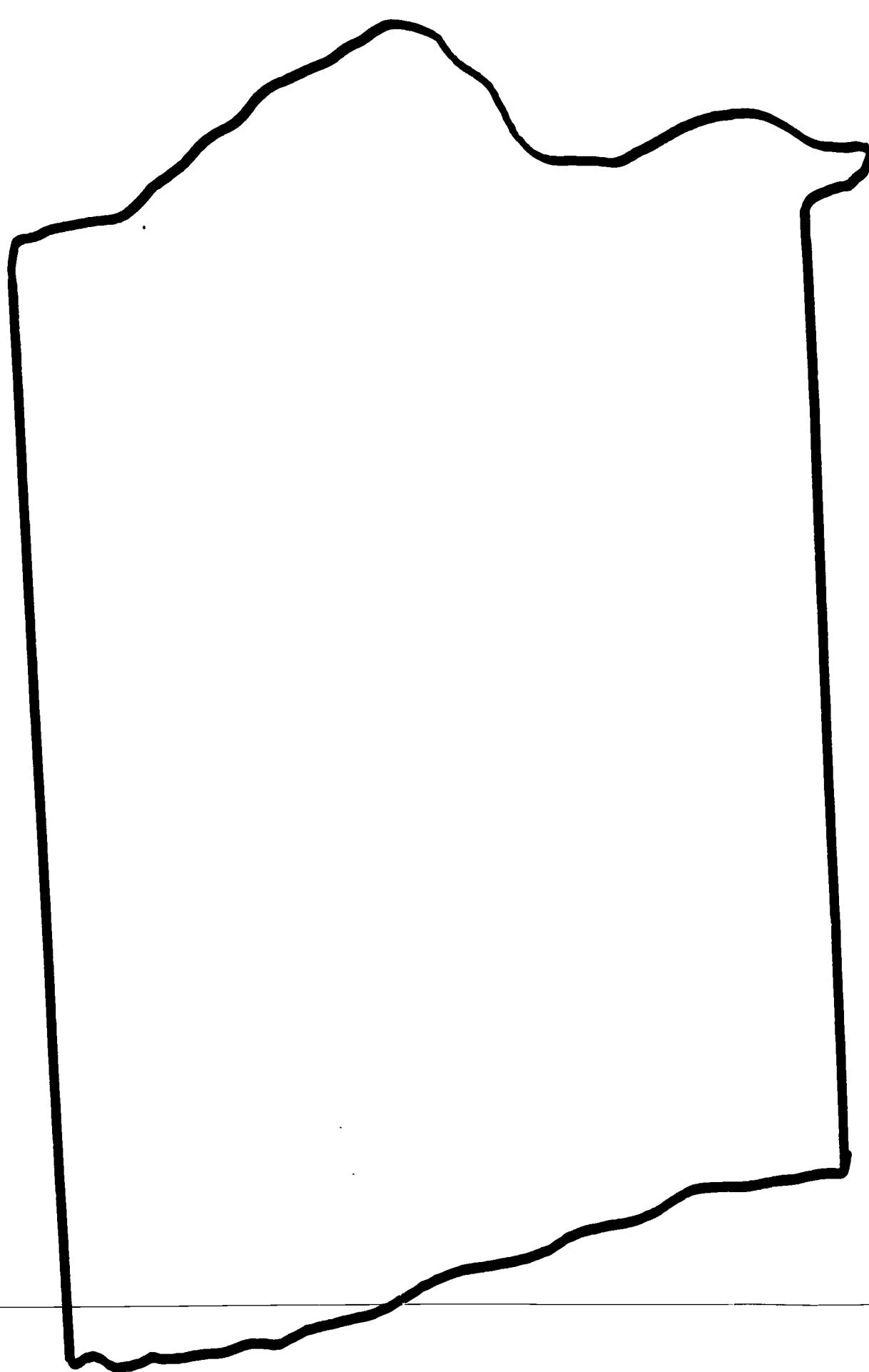
L. Culmina-
tion of
unit.

(Cont'd.)

- etc. (Ask driver to follow their directions, even if they make a mistake. Many good learning experiences could result!)
4. Plan with student what they will need to take on the trip. Discuss the kinds of clothes that will be appropriate, the money they will need, necessary personal items such as combs, sunglasses, etc.
5. On the trip eat a meal in a restaurant. Let students order for themselves (stress eating a balanced meal) and have them pay for their own food. Take advantage of opportunities on trip to show the importance of proper behavior in public places, not being a litterbug, safety rules when traveling, proper use of public facilities and public property, etc. Look for situations where students can ask someone for directions to a restroom, etc.
6. After the trip, discuss and evaluate the students' behavior, the effectiveness of the planning, the restaurant experience, etc.

The following two pages are to be used as masters
for making overhead transparencies.

The outline of the state of Iowa could be project-
ed, then traced, to produce any size outline for use on
bulletin boards, experience charts, etc.



-105-

FIND
DISTANCE
AMES
TO
IOWA
CITY
(118
MILES)

| AMES | 101 | 118 | 98 | 169 | 121 | 222 |
|-----------------|-----|-----|----|-----|-----|-----|
| CEDAR RAPIDS | 101 | | 27 | 143 | 251 | |
| IOWA CITY | | | 27 | | 170 | 285 |
| MASON CITY | | | | | 170 | 197 |
| SOIUX CITY | | | | | | 134 |
| STORM LAKE | | | | | | 72 |

118 miles

101 miles

98 miles

169 miles

121 miles

222 miles

L I F E E X P E R I E N C E S T A R T E R U N I T

P R E P A R I N G F O R W O R K E X P E R I E N C E

A D V A N C E D L E V E L



I. SELECTION OF UNIT: PREPARING FOR WORK EXPERIENCE

This unit would serve to introduce students to the knowledge, concepts and attitudes that are prerequisite for successful work experiences in a work-study program. It would be taught before the students are placed in actual job situations.

A unit of this nature can provide many meaningful opportunities to develop basic functional skills necessary for adequate vocational adjustment.

II. SUB-UNITS

- A. Good Work Habits**
- B. Job Requirements**
- C. Personal Information**
- D. Application Forms**
- E. Interviews**
- F. Good Grooming**
- G. Safety**
- H. Health Habits**
- I. Citizenship**
- J. Job Readiness**

III. GENERAL OBJECTIVES

- A. To Learn What a Good Worker is Like**
 - 1. Understanding the importance of good work habits
 - a. Responsible
 - b. Honest
 - c. Punctual
 - d. Ability to get along with people
 - e. Takes orders and follows directions
 - f. Clean and neat appearance
- 2. Understanding the meaning of good manners and courtesy and their importance in successful work relationships

- B. To consider vocational requirements for work experiences
 - 1. Functional academic skills
 - 2. Physical skill and stamina
 - 3. Mental aptitude
- C. To become aware of the personal information that is needed before starting to look for a job
 - D. To learn and practice skills needed to apply for a job
 - 1. Application forms and letters
 - 2. Personal interviews
 - E. To learn the importance of good grooming in getting and holding a job
 - F. To understand the importance of safety and health rules when working
 - G. To guide pupil self-evaluation in deciding upon suitable work experiences
- IV. CORE AREA ACTIVITIES
- A. Arithmetic Activities
 - 1. List expenses that might be incurred in working such as bus fare, lunch money, uniforms, etc.
 - 2. Tell time in relation to appointments
 - 3. Use a calendar when discussing working days and leisure days or days off
 - 4. Figure the time it will take to get from home or school to the job
 - 5. Discuss length of working day; time and length of lunch hours and coffee breaks
 - 6. Dramatize using arithmetic skills in work situations such as a waitress figuring a customer's check, a grocery store stock boy stamping prices on canned goods, etc.

7. Practice writing birth date, current date, etc. on application forms
8. Read city maps to locate places of business and factories where work-study students are employed
9. Figure the expenses involved with illness, e.g., wages lost, cost of doctor bills and medicine, etc.
10. Use a mail-order catalog and select a complete outfit that would be suitable to wear for an interview. On a sales slip write the cost of each article; add to find the total cost of the outfit
11. Compare the cost of a week's transportation to work on the bus, by car pool, by taxi, by walking
12. Practice punching in on a time clock; read the times recorded on the cards

B. Social Competency Activities

1. Interview employers, former work-study students who are now employed, students' parents, etc. Ask what a good worker is like, how to keep a job, what constitutes a successful work experience, etc.
2. Make lists of the habits, attitudes, and values necessary for getting and holding a job
3. Dramatize work situations involving getting along with other people, e.g., reacting to gossip during coffee breaks, receiving constructive criticism from the boss, asking for help from fellow employees, etc.
4. Take a self-test to help students evaluate their personality, manners, self-control, courtesy, etc.
5. Write experience chart about the adjustments to be made when going from the school setting

to a work experience, e.g., being more tired from standing a long time on the job, not having a teacher present to guide, correct, or make assignments, etc.

6. Tape record a conversation with an employer as he discusses the kinds of problems employees have on the job, reasons why people get fired, etc.
7. Dramatize proper conduct when being personally interviewed for a job; record on tape recorder and discuss
8. Develop a series of lessons on "Seeing the Employer's Point of View." Dramatize situations and write experience charts about the employer's problems when workers are inefficient, dishonest, not punctual, etc.
9. Make a display of reject items from local factories to show results of inadequate workman performance. Compare with quality products

C. Communicative Skills Activities

1. Listen to tape recordings of stories from books
2. Write business letters asking for a job reference, a copy of a birth certificate, etc.
3. Take notes on material read in books; record on 3x5 cards
4. Look up address of the Social Security office in the telephone directory
5. Prepare a card to carry that lists pertinent personal information that is needed when filling out application forms
6. Practice good telephone manners when dramatizing calls to arrange for job interviews
7. Write letters of application

8. Fill out application forms for social security numbers, work permits, job opportunities, etc.
9. Read city bus schedules, taxi rates, etc.
10. Write letters of invitation and thank-you notes to resource speakers
11. Practice listening to and carrying out various kinds of directions and orders, e.g., how to get from school to a factory, procedures to follow when cleaning the floor, etc.
12. Decide upon questions to ask when interviewing people presently employed in semi-skilled or unskilled jobs
13. Give class reports on visits to industries or businesses, interviews with workers, part-time work experiences, etc.
14. Dramatize conversations with potential employers in job interview situations, on-the-job training experiences, etc.
15. Dramatize using reading skills in work situations such as a nurse's aid reading patients' names on food trays, a stock boy reading labels on boxes and shelves, factory workers reading safety precaution signs over machinery, etc.
16. Read and fill out self-evaluation forms
17. Read articles in the newspaper about the accomplishments, expansion plans, goals, etc. of various local businesses and industries

D. Health Activities

1. Make good lunch selections from restaurant and factory cafeteria menus; plan food to carry in lunch boxes. Prepare bulletin board displays

2. Discuss and dramatize procedures for notifying an employer when ill
3. Use commercially prepared transparencies to stimulate discussion of a worker's responsibility for his own health and well-being
4. Complete worksheets about good physical and mental health
5. Plan a "style show" showing suitable clothing for various kinds of jobs, e.g., waitress uniforms, work clothes for factory jobs, clean and neat clothes for a candy counter clerk, comfortable shoes for a nurse's aid, etc.
6. Find pictures of appropriate outfits to wear when going for a job interview
7. Dramatize job interviews when the applicants are well groomed and neat; contrast with situations in which the applicants are poorly groomed and unattractive
8. Prepare a time budget for one week; make a wheel chart to show the proportion of time spent sleeping, working, time for leisure activities, etc.
9. Take a self-evaluation test; consider physical stamina and abilities when thinking about job possibilities

E. Safety Activities

1. Display different kinds of safety gear worn on some jobs
2. Make charts listing possible safety hazards in different jobs, e.g., hot grill and grease at a short-order counter, handling bleach and cleaning solvents at a laundry, moving machinery in a factory assembly line, etc.. Also list safety precautions that are in effect
3. Discuss safe care of money and personal belongings when working

4. Prepare a class report on some of the laws and regulations governing safe working conditions in factories, etc.
5. Have a nurse who works in a local industry discuss and demonstrate the basics of on-the-job first aid
6. Outline proper initial steps to take in case of serious injury to self or a companion when on the job
7. On a field trip to an industry or business, note fire escape routes, alarm systems, planned procedures for evacuation, etc.

F. Vocational Competency Activities

1. Arrange for former work-study students to visit the class on their days off. Have them tell about their jobs, how they got them, what the work is like, etc.
2. Take field trips to businesses and industries where work-study students are employed
3. List possible jobs in which work-study students may be placed. Make a chart for each job, listing the various requirements necessary for success on the job
4. Have students choose the work experiences in which they wish to participate in the work-study program
5. Take snapshots of industries and businesses visited. Also take pictures of employers, some employees on the job, various activities involved in different jobs, etc.

V. RESOURCE MATERIALS

Overhead projector, transparencies

Opaque projector

| | |
|---|--|
| Films and filmstrips | Tape recorder |
| Clock and calendar | Time clock |
| Application forms, sales slips, etc. | City maps |
| Mail-order catalogs, magazines | Resource people: employers, former work-study students, parents, nurses, etc. |
| Field trips to businesses and industries | Books and pamphlets for student use |
| Telephone and telephone directories | Personal information cards |
| City bus and taxi schedules, rates and routes | Self-evaluation forms |
| Bulletin boards | Restaurant and cafeteria menus |
| Suitable clothing for various kinds of jobs | Pictures and art materials |
| Wheel charts, display charts | Various kinds of safety gear |
| Camera and film | Reject and quality products from local factories |
| VI. VOCABULARY | |
| Specific names of: | |
| businesses and industries in the community | |
| employers | |
| city bus and taxi companies | |
| street addresses in the community | |
| occupation | work experience |
| bus fare | taxi fare |
| days off | work schedule |
| | expenses |
| | car pool |
| | appointment |
| | lunch money |
| | lunch hour |

| | | |
|------------------------|--------------------------------------|------------------|
| birth date | wages | sick leave |
| time card | letter of application | responsible |
| reliable | punctual | respect |
| pride | courteous | angry |
| instructions | appearance | grooming |
| employer | employee | fired |
| personality | manners | complain |
| self-control | temper | business letter |
| Social Security number | personal information | dependents |
| military status | physical handicaps or limitations | marital status |
| application forms | print | references |
| uniforms | work clothes | signature |
| skills | time budget | job requirements |
| safety regulations | qualifications | safety gear |
| careful | fire escape | clean |
| evaluation | cheerful | reject items |
| | enjoy | quality products |

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first five lessons are all lettered A and are concerned with the teaching of the first general objective of the Unit, A. To learn what a good worker is like.

The next two lessons cover the second unit objective, B. To consider vocational requirements for work experiences.

Lessons lettered C suggest ways of teaching the third general objective C. To become aware of the personal information that is needed before starting to look for a job.

The culminating lesson plan for the unit is included and covers the objective C. To guide pupil self-evaluation in deciding upon suitable work experiences.

EXPERIENCE CHART

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

A. To learn what a good worker is like

1. Introduce unit by listing former work-study classmates who are now working full or part-time and discussing their various jobs. Choose one person to invite to speak to the class on his day off. (Select a respected, well-adjusted worker). Assign a student to call the person and make the necessary arrangements for his visit to school.
2. Prepare a series of questions to ask. Include such things as where he works, how long he has worked there, what he has to do to be a good worker, what his boss and the people he works with are like, what problems he has on the job, etc. Write these questions down and assign various students to ask specific questions when the guest visits school.
- a. Responsible
- b. Punctual
- c. Honest
- d. Gets along with people
- e. Takes orders and follows directions
- f. Clean and neat appearance

Resource speaker - former work-study pupil

(All experience charts are written on the overhead projector. The charts are copied by each student and kept in notebook for reference and review.)

Interviewing a Good Worker

Chalkboard
Paper and pencils

We want to find out what being a good worker is like. We invited to speak to our class.

 likes his job. He is a (dishwasher) at a (cafeteria). He has worked there for .

He says he has to be clean, careful, and cheerful.

Overhead projector or

Student notebooks

3. Have the former student talk with the class and answer the questions.
4. Write experience chart. Read orally.
5. Seatwork: Copy experience chart to keep in notebook. Notebook will be divided into sections. Section I will be entitled, "Good Work Habits."
6. Vocabulary: interview, dishwasher, cafeteria, clean, careful, cheerful

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | EXPERIENCE CHART |
|---|--|---|---|
| <p>A. To learn what a good worker is like</p> <p>1. Good work habits (Cont'd.)</p> | <ol style="list-style-type: none"> 1. Plan to take a field trip to the place of business where the former work-study pupil works. Make arrangements for a tour of the facilities and a visit with the employer. 2. Arrange to eat lunch at a restaurant or factory cafeteria. Get a menu before making the field trip and study the selection and prices of food items. Discuss the importance of eating a well-balanced lunch when working on a job. Decide how much money each student will need to take on the field trip for lunch expense. 3. Appoint a small committee of students to tape record an interview with the employer while he discusses what a good worker is like, the kinds of problems employees have on the job, reasons why people get fired, etc. 4. Take snapshots of the business visited, the restaurant or cafeteria where lunch was eaten, the former work-study student doing his work, his employer, some of the machines or equipment used in this job, etc. When pictures are developed, begin a bulletin board display showing all the businesses and industries in the community where students may have work experiences. Label each picture as it is put on the board. 5. Write experience chart and copy in notebooks | <p><u>Field trip to business where former pupil works</u></p> <p><u>1. Good work habits</u></p> | <p><u>The Trip to</u> <u>We went to _____</u> <u>where _____ works.</u> <u>We saw how he does his job.</u></p> <p><u>Restaurant or cafeteria menus</u></p> <p><u>2. Arranging the field trip</u> <u>Mr. _____</u> <u>the employer. He</u> <u>said it is important for a worker</u> <u>to always come to work on time, to be clean and neat looking, and to always try to do the best job he can.</u></p> <p><u>3. Appointing a small committee of students to tape record an interview with the employer</u> <u>Mr. _____</u> <u>said that one of the biggest reasons why people get fired from their jobs is because they argue or get mad at the people they work with. A good worker has to be able to take orders from the boss and get along with the other workers.</u></p> <p><u>4. Taking snapshots of the business visited, the restaurant or cafeteria where lunch was eaten, the former work-study student doing his work, his employer, some of the machines or equipment used in this job, etc.</u> <u>5. Writing experience chart and copy in notebooks</u></p> |

EXPERIENCE CHART

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

6. **Seatwork:** Using the restaurant or cafeteria menus, choose lunches for a week. List the items chosen for each day along with the price. Total the price of the food, add tax, and total again. Figure the amount of money needed for lunches for the whole week.

7. **Vocabulary:** employer, boss, interview, clean, fired, argue

1. Review previous lesson by re-reading the experience chart from that lesson and listening to the taped interview with the employer. Point out the importance of workers always trying to do their best work, etc.

**1. Good work habits
(Cont'd.)**

2. Display a variety of books dealing with basic vocational topics. Have students browse through them and copy on 3" x 5" cards any information they find that tells what kinds of attitudes and habits a person should have to be a successful employee.

3. Using the information collected by the students, compile a list of the habits, attitudes and values necessary for getting and holding a job. Use the overhead projector; make a ditto master and duplicate copies for the students to keep in their notebooks.

4. **Seatwork:** Develop a bulletin board display about good work habits. Have

Restaurant and cafeteria menus

To be a good worker you must:
 1. be reliable and try to do everything as well as you can.
 2. have respect for other people and treat them all the way they should be treated.

3. be polite and nice to people.
 4. mind your own business.
 5. get to work on time every day.

6. be honest and not steal money.
 7. be clean and look neat and well groomed.
 8. take pride in your work.
 9. do what the boss

Experience chart
 Taped interview
 3" x 5" file cards
 Books:
The Job Ahead;
(New Rochester
Occupational
Reading Series);
 Herman R.
 Goldberg and
 Winifred T.
 Brumber; Science
 Research Associates, Inc.:
 Chicago, Ill.,
 1963
Getting A Job;
Florence Randall;
Fearon Publishers, Inc.: Palo
 Alto, Calif. 1966
"The Getting
Along Series" by
 Thomas Mooney;

EXPERIENCE CHART

RESOURCE MATERIALS

ACTIVITIES

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|--|---|
| <p>A. To learn what a good worker is like.</p> <p>1. Good work habits (cont'd.)</p> <p>5. Vocabulary: reliable, respect, polite, honest, appearance, grooming, pride, courteous, angry, complain, safety rules</p> | <p>students draw cartoon-like characters to illustrate good work habits and then label each picture, e.g., a bright smiling face and the sentence "Be cheerful and happy."; a figure with his hand caught in a cash drawer and the sentence "Don't steal things - be honest."; a figure hurrying and scurrying and the sentence "Working hard and don't be lazy." Etc.</p> | <p>Vol. I <u>After School is Out</u>, 1963 Vol. II <u>Al Looks For a Job</u>, 1964 Vol. III <u>A Job at Last</u>, 1964 Vol. IV <u>Money in the Pocket</u>, 1964 Vol. V <u>From Tires to Teeth</u>, 1964 Frank E. Richards Publisher: Phoenix, N. Y.</p> <p><u>Getting and Holding a Job</u>, Bernard Schneider; Frank E. Richards Publisher: Phoenix, N. Y., 1966 <u>Off to Work AAA</u> and accompanying workbook; Paul H. Voelker and others; Stanwix House, Inc. Pittsburgh, Penn., 1965</p> |

10. not get in fights with the people you work with.

11. even when you're angry you shouldn't yell or swear or throw things.

12. ask for help if you don't know how to do something right.

13. not complain or grumble about things.

14. be strong and healthy and not tired.

15. work hard and don't be lazy.

16. follow safety rules and be careful.

17. be cheerful and happy.

From "The Accent Education Series" by Beatrice F. Dare and Edward J. Wolfe; Getting That Job, 1966
You and Your Occupation, 1966
Keeping That Job, 1967
Follett Publishing Co.: Chicago, Ill.

EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | |
|--|--|--|--|
| A. To learn what a good worker is like | <p>1. Start lesson by saying, "When you're working on a job you think about things like how much money you're making, someone at work you're having trouble getting along with, how to use a new machine you don't understand very well, etc. But you're not the only one who may have problems. The boss has a lot of things to worry about, too." Discuss some of the problems that may confront an employer; list on a large piece of chart paper. Entitle the chart, "Seeing the Employer's Point of View."</p> <p>(Cont'd.)</p> <p>1. Good work habits.</p> <p>2. Dramatize work situations, emphasizing the employer's point of view. Encourage students to consider some of the responsibilities of the employer, how these responsibilities influence the boss's behavior in the work situation, and how important it is for employees to have good work habits.</p> <p>3. Assign committees to collect and display reject items from local industries to show the results</p> | <p><u>Finding Your Job:</u> Unit 1, Vols. I, II, III, IV, and Unit 2, Vols. I, II, III, IV, V; Finney Company: Minneapolis, Minn., 1963</p> <p>Overhead projector</p> <p>Student notebooks</p> <p>Art supplies</p> <p>Bulletin board</p> | <p><u>Seeing the Employer's Point of View</u></p> <p>The employer has problems that he has to worry about. If a worker doesn't do his job right, the boss has to get someone else to do it over. This wastes a lot of time. It also means the employer has to pay two people for doing the same job.</p> <p>If an employee is dishonest and steals money</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | EXPERIENCE CHART |
|---|--|--|--|
| <p>of inadequate workman performance. Also collect and display quality products and compare the differences. Discuss what is done with reject items, the wastefulness in terms of cost and time, etc.</p> <p>A. To learn what a good worker is like</p> <p>2. Understanding the meaning of good manners and courtesy and their importance in</p> | <p>4. Seatwork: Write a short paragraph defining each of the following words in terms of the importance to successful work experiences: responsible, honest, punctual, courteous, follow directions, good appearance. Put papers in notebooks</p> <p>5. Vocabulary: reject items, quality products, good work habits</p> | <p>Paper and pencils Student notebooks</p> | <p>from the cash register, the boss is out that money. If enough is taken, the employer could go broke. Some times workers won't call in when they're sick and say they aren't coming to work that day. This makes a lot of trouble for the boss because there is no one to do that person's work.</p> |
| <p>1. Initiate discussion by saying, "Mr. _____ talked to our committee about some problems employees have on the job. He told us that some people lose their jobs even if they can do the work alright. They get fired because they argue or fight with other people or get mad when the boss tells them they've done something wrong. In order to be happy in any work we do, we must get along with the people we are working with." Discuss being courteous and polite; point out that getting along with others means thinking of their feelings, their rights, and what they will think of you. Talk about what "little things" can be done to make and keep friends on the job</p> <p>2. View films about courtesy and listen to tape recordings of stories from books. Discuss.</p> | <p>Getting Along With Other People</p> <p>You show people you are courteous by what you say and what you do. If you don't care about other people, they won't care about you either.</p> <p>Anyone can learn to be courteous. When we are nice to others, we make them happy and we are</p> | <p>Reject items and quality products from local industries</p> | |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | | EXPERIENCE CHART |
|---------------------------------------|---|---|--|---------------------------|
| | | ITEM | DESCRIPTION | |
| success- ful work relationships | <p>3. Dramatize work situations involving getting along with other people. Sample situations: (1) During a coffee break some people start gossiping about another worker in a different department. What should you do? (2) One day the boss stands and watches you work for awhile. He says you're doing the work wrong. What should you do? (3) You're told to clean the floor. You didn't understand just quite how to do it. What should you do?</p> <p>4. Write experience chart and read orally. Students copy to keep in notebook</p> <p>5. Seatwork: Duplicated worksheets. Instruct students to answer each question truthfully, then score their own papers and destroy them when they're finished. A score of eight "yes" answers would be considered about average. If they score less than eight, they should try to improve their relations with others</p> | <p>Films: <u>Everyday Courtesy</u>, U-2538 <u>Mind Your Manners</u>, U-3605 <u>Social Courtesy</u>, U-3359</p> <p>Available from Audiovisual Center Division of Extension and Services, University of Iowa, Iowa City, Iowa 52240</p> | <p>The best rule to follow is to treat others the way we would like them to treat us.</p> <p>Getting along with other people is one of the most important things in keeping a job.</p> | <p>happier ourselves.</p> |

Worksheet: Circle "yes" or "no"

- I try to be pleasant even when I feel bad.
Yes No
- I am kind and courteous to people at home and at school. Yes No
- I try to make my classmates feel important.
Yes No
- I don't use粗俗 words or swear words.
Yes No
- I am especially careful and courteous when I'm driving a car or bicycle. Yes No
- I try to control my temper and not get mad.
Yes No

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS EXPERIENCE CHART | | |
|---|---|---|---|--|
| | | Duplicated worksheets | When We Choose A Job | Some jobs need people who are very strong. Other jobs need people who can make complicated things |
| A. To learn what a good worker is like (Cont'd.) | <p>7. I don't pout when something is disappointing. Yes No</p> <p>8. I show respect to my teacher and school principal. Yes No</p> <p>9. In my behavior I try to set a good example for others. Yes No</p> <p>10. I'm not pushy or loud or act like I'm too important. Yes No</p> <p>11. I remember the little things, such as saying "Please" and "Thank you." Yes No</p> <p>6. Vocabulary: courteous, pleasant, swear, temper, pout, behavior</p> | <p>Books: <u>You and Your Occupation</u>, Dare and Wolfe</p> <p><u>Getting A Job</u>, Florence Randall</p> <p><u>The Job Ahead</u>, Goldberg and Others</p> <p><u>Finding Your Job</u>, Finney Company</p> <p><u>The Jobs You Get</u>, Richard H. Turner; Follett Publishing Co.: Chicago, Ill. 1962</p> | <p>In our country we're free to choose the kind of work we want to do. We need to choose a job we can do well, however. Some kinds of things would be too hard for us to do.</p> <p>We need to choose a job that doesn't require some kind of reading or arithmetic that is too hard.</p> | <p>Some jobs need people who are very strong. Other jobs need people who can make complicated things</p> |
| B. To consider vocational requirements for work experiences | <p>1. Initiate discussion by asking pupils what jobs they might be interested in doing in the work-study program. Point out that in our country a person is free to make his own choice when deciding on a job. The individual should consider certain things, however, like what jobs are available, what kinds of work the person would enjoy doing, and what jobs he or she is qualified to do successfully.</p> <p>1. Functional academic skills</p> <p>2. Point out that different jobs require different kinds of skills. To find out what skills are needed for various jobs, have students look for filmstrips, and from information from books, find answers to questions such as:</p> <p>(1) What kind of reading does the job require?</p> <p>(2) What kind of arithmetic does the job require?</p> <p>(3) Would you have to write anything when you do this work?</p> | <p>1. Functional academic skills</p> <p>2. Point out that different jobs require different kinds of skills. To find out what skills are needed for various jobs, have students look for filmstrips, and from information from books, find answers to questions such as:</p> <p>(1) What kind of reading does the job require?</p> <p>(2) What kind of arithmetic does the job require?</p> <p>(3) Would you have to write anything when you do this work?</p> | | |

EXPERIENCE CHART

RESOURCE MATERIALS

ACTIVITIES

OBJECTIVES

B. To consider vocational requirements for work experiences (Cont'd.)

- (4) Does the job require someone who is very strong?
- (5) What kind of tools or machines would you have to use on the job?
- (6) Can you understand what you're supposed to do on the job?
- (7) Does the job require any special training?

3. Help pupils to organize their thinking and form generalizations about the concepts discussed. Write experience chart to reinforce these

4. Seatwork: Copy experience chart to put into student notebooks. Begin to look in old magazines for pictures of people working at various occupations; keep for use in the following lessons

5. Vocabulary: skills, require, qualifications, occupation

| | |
|--|--|
| <p>"Follett Vocational Reading Series," Lillian Lerner, Margaret Miller</p> <p>The <u>Delso Sisters</u>, <u>1965</u> for us to choose a job where we can understand what we're supposed to do.</p> <p>The <u>Millers, Willie B.</u>, <u>Butcher</u>, <u>Baker, Chef</u>, <u>1965</u></p> <p>Filmstrips: The <u>Stocker in a Super-Market</u>, <u>117B</u></p> <p>The <u>Waitress</u>, <u>117C</u></p> <p>The <u>Variety Store</u>, <u>117F</u></p> <p>The <u>School Cafeteria Worker</u>, <u>117G</u></p> <p>The <u>Nurse's Aid</u>, <u>117H</u></p> <p>The <u>Gas Station Attendant</u>, <u>117I</u></p> <p><u>Our Neighborhood Laundry</u>, <u>96E</u></p> | <p>with their hands. Some of us may do work like this.</p> <p>It is important for us to choose a job where we can understand what we're supposed to do.</p> <p>The <u>Millers, Willie B.</u>, <u>Butcher</u>, <u>Baker, Chef</u>, <u>1965</u></p> <p>The <u>Waitress</u>, <u>117C</u></p> <p>The <u>Variety Store</u>, <u>117F</u></p> <p>The <u>School Cafeteria Worker</u>, <u>117G</u></p> <p>The <u>Nurse's Aid</u>, <u>117H</u></p> <p>The <u>Gas Station Attendant</u>, <u>117I</u></p> <p><u>Our Neighborhood Laundry</u>, <u>96E</u></p> |
|--|--|

Overhead projector
Student Notebooks
Old magazines
Scissors

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | | EXPERIENCE CHART |
|---|--|--|---|---|
| | | Job Requirements | Chart paper Magic marker Bulletin board | |
| B. To consider vocational requirements for work experiences (Cont'd.) | <ol style="list-style-type: none"> 1. Have students make a chart for each specific job they had researched in the previous lesson. List the skills needed for each job. 2. Use pictures cut from magazines to illustrate the charts about the various jobs. Encitle the bulletin board, "Let's Think About These Job Requirements." 3. Compare the requirements for the different jobs. Encourage students to begin to consider these requirements in terms of their own qualifications. 4. Write experience chart. Copy into notebooks or Overhead project- 5. Seatwork: Worksheets with examples of reading and arithmetic problems which might be encountered in work situations, e.g., (1) customer check to be added by a waitress, including sales tax (2) delivery slips to be made out by a shipping clerk (3) gasoline pump gauges to be read by a gas station attendant | <p>Pictures from magazines</p> <p>Bulletin board letters</p> | <p>Jobs like a carpenter's helper require people who can work long hours and do heavy work.</p> <p>Jobs like a shipping clerk require someone who can write and spell well.</p> | <p>Jobs like a fry cook require someone who can work quickly and think about several things at the same time without getting confused.</p> <p>These requirements are some of the things we need to think about when we're deciding what jobs we want.</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | |
|---|---|--|-------------------------------|
| | | QUESTIONS WRITTEN ON SLIPS OF PAPER | PERSONAL INFORMATION YOU NEED |
| C. To become aware of the personal information that is needed before starting to look for a job | <p>1. <u>Introduce lesson topic by playing a game, Twenty Questions.</u> Have questions written on slips of paper, put slips into a box and pass them out to the students. See how many of the questions the pupils can read and answer without referring to anything.</p> <p>Sample questions:</p> <p>Do you have a Social Security number? What is it?</p> <p>What is your marital status?</p> <p>What grade school did you attend?</p> <p>What is your address?</p> <p>Do you have a birth certificate?</p> <p>What is a work permit?</p> <p>2. Discuss that there is certain personal information that each student should know about himself. This information will be needed when he or she applies for a job. Read chapter 3 in <u>Getting a Job</u>; also pp. 15-16 in <u>Getting That Job</u>.</p> <p>3. Discuss what a birth certificate is; how to get one if you don't have one. Have students write a letter to the State Department of Health, Division of Vital Statistics, Des Moines to request copies of their birth certificates if they do not have them.</p> <p>4. Invite a representative of the State Employment Agency to speak to the class about work permits. Ask him to discuss who should get these permits, what kinds of jobs are not covered by these regulations, how to apply for the permit.</p> | <p>Questions written on slips of paper Box</p> <p>Your birth certificate proves when and where you were born.</p> <p>Everyone who works must have a social security number. You need to know yours.</p> <p><u>Getting a Job,</u> Florence Randall</p> <p><u>Getting That Job,</u> Dare and Wolfe</p> <p>A person over 18 does not need a work permit. The work permit law does not cover all kinds of jobs you may get.</p> <p>You will need the names of two adults who are not your relatives to give as references. It is very important to ask these people first before</p> | |

| OBJECTIVES | ACTIVITIES | EXPERIENCE CHART | |
|---|--|---|-----------------------------|
| | | RESOURCE MATERIALS | |
| C. To become aware of the personal information that is needed before starting to look for a job (Cont'd.) | <p>5. Discuss that everyone who works must have a social security number. Look up the address of the Social Security office in the telephone directory. Appoint one or two students to go to the office to get application forms and to report back to the class on the procedures to be used in applying for a social security number. Have any students who do not have their numbers fill out the forms</p> <p>6. Explain that "most employers will require references when you apply for a job. These are the names and addresses of people (usually two are required) who know you and will tell the employer what kind of a person you are, if you are a good worker, etc." Discuss with the students who they can ask for references and how they should ask them - either in person or by letter. Dramatize asking someone for a reference. If students decide to write a letter, allow time for them to do this in class. Stress the importance of asking for a reference and getting the person's permission first before using his name</p> | <p>Telephone directory</p> <p>Application forms for social security numbers</p> <p>Stationary for writing letters</p> | <p>you use their names.</p> |
| | <p>7. Write experience chart. Copy for notebook or student notebooks</p> <p>8. Seatwork: Worksheet about personal information data</p> <p>Do I have all the necessary information for my job interview?</p> <p>1. To prove my age I need my _____</p> | <p>Overhead project- or student notebooks</p> <p>Duplicated worksheets</p> | |

RESOURCE MATERIALS EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | |
|------------|---|---|
| | <p>2. To draw my pay check I must give my _____.</p> <p>3. If my age is under 18, and I work at certain jobs, I will need a _____.</p> <p>4. I will need the names of two persons, not relatives, to use for _____.</p> <p>5. To give more information about myself, I have completed a _____ sheet.</p> <p style="text-align: right;">social security</p> <p>birth certificate</p> <p>work permit</p> <p>personal information</p> <p>references</p> <p>9. Vocabulary: personal information, birth certificate, social security number, work permit, references</p> | <p><u>Making a Personal Information List</u></p> <p>If we make a list with all our important information on it, the list can help us fill out application forms right.</p> <p>Experience chart from previous lesson</p> <p>Application forms from local businesses or industries</p> <p>Chalkboard</p> <p>1. Review previous lesson by re-reading experience chart. Point out that there is additional information that the students may need to know about themselves when they apply for a job and have to fill out application forms. Look at several different application forms used by local businesses or industries. On the chalkboard make a list of all the kinds of information asked for on these forms. Explain any terms which the pupils don't understand</p> <p>C. To become aware of personal information needed (Cont'd.)</p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS EXPERIENCE CHART | |
|--|--|---|---|
| | | PERSONAL INFORMATION LISTS | WE MIGHT NOT BE ABLE TO REMEMBER EVERYTHING IF WE DON'T HAVE IT WRITTEN DOWN. |
| C. To become aware of personal information (Cont'd.) | <p>2. Suggest that each student make a Personal Information List for himself. Explain, "This paper can help you when you go to apply for a job. It is important that you fill out application forms right and have all the words spelled right. Use your Personal Information List to help you do this." Help students get all the necessary information. (A sample Personal Information list is included at the end of the unit).</p> <p>3. Play <u>Twenty Questions</u> again to see if students can answer more questions correctly now.</p> <p>4. Write experience chart</p> <p>5. Vocabulary: marital status, dependents, military status, physical handicaps or limitations, hobbies</p> | <p>Game, <u>Twenty Questions</u></p> <p>Overhead projector</p> <p>Student notebooks</p> | <p>It is important that we have all the right information on our lists.</p> |
| G. To guide pupil self-evaluation in deciding upon suitable work experiences | <p>1. To culminate unit, discuss with students the jobs they will want to try in their first work experience in connection with the work-study program. Stress the things to be considered when deciding what job they'd like to do:</p> <p>a. "What jobs are available?" The work-study program will help students find out this kind of information.</p> <p>b. "What jobs would be interesting to you?" What work would you like and enjoy?"</p> <p>A job should be pleasant and fun to do. Because people have different interests, the same jobs won't appeal to all people.</p> <p>c. "What jobs are you qualified to do?</p> | | |

ACTIVITIES

OBJECTIVES

G. To guide pupil self-evaluation in deciding upon suitable work experience (Cont'd.)

Do you have the skills the job requires?"

Stress the importance of each person realistically evaluating his abilities and skills so that he can choose a job at which he can be successful. Discuss briefly how frustrating and unpleasant a job can be if it is too difficult or is unsuitable

Duplicated self-evaluation evaluation questionnaire

2. Give students copies of a self-evaluation questionnaire, Is This the Job I want? (A sample of the questionnaire follows.) Have each pupil fill out a sheet for each of the different kinds of jobs they are considering. Give help to students in answering each question realistically; work in conjunction with the school counselor and the work-study coordinator

3. Using the completed questionnaires, have students decide upon the work-study job experience they wish to do first

4. Seatwork: Using the job selected, compare the cost of a week's transportation to work on the bus, by car pool, by taxi, by walking. Use bus and taxi rate schedules and current carpool rates

5. Vocabulary: evaluation, enjoy, questionnaire.

IS THIS THE JOB I WANT?

| | |
|---------------------------------------|------------------------------------|
| Job Position _____ | Name of Business or Industry _____ |
| Address of Business or Industry _____ | |

1. What kind of job is it? _____
2. What kinds of things must I be able to do on this job? _____
3. What are the working hours? _____
4. What schooling or special training do I need? _____
5. How much does the job pay? _____
6. Will I need to buy anything (like uniforms or tools) before I start to work?
How much money would these things cost? _____
7. What are some good things about the job? _____
8. What are some bad things about the job? _____
9. How would I get to work every day? _____
10. How would I apply for the job? _____

PERSONAL INFORMATION LIST

| | | |
|---|---|------------------------------|
| Name _____ | Sex _____ | Social Security Number _____ |
| Address _____ | Phone Number _____ | Marital Status _____ |
| (street) | (town) (state) (zip code) | Number of Dependents _____ |
| Birth Date _____ | Military Status _____ | |
| Place of Birth _____ | Height _____ | Weight _____ |
| Age _____ | Physical Handicaps or Limitations _____ | |
| Education: Name of School _____ | Location of School _____ | Dates Attended |
| Grade School _____ | From _____ | To _____ |
| High School _____ | _____ | |
| College _____ | _____ | |
| Last grade completed _____ | _____ | |
| Former Employment (Give most recent jobs first) | | |
| Employer _____ | Address _____ | Position _____ |
| Salary _____ | From _____ | To _____ |
| Hobbies or Special Interests _____ | | |
| References Name _____ | Business _____ | Phone _____ |

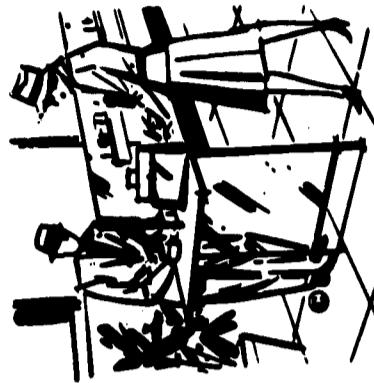
LIFE EXPERIENCE STARTER UNIT



BUDGETING



ADVANCED LEVEL



I. SELECTION OF UNIT - BUDGETING

Budgeting should be an integral part of the curriculum for the 15+ age level retarded student. This will be one of the last opportunities to emphasize teaching in the areas of "daily living" of which budgeting is so vitally important. This unit is designed to present experiences which will enhance the retarded youth's entry into the world of work. A number of sub-units can be taught to extend the benefits derived from a unit on budgeting.

II. SUB-UNITS

- A. Leisure Time
- B. Banking
- C. Home
- D. Job
- E. Telephone
- F. Responsibilities
- G. Purchasing
- H. Transportation
- I. Medical - Health
- J. Insurance
- K. Gifts & Contributions
- L. Savings
- M. Citizenship
- N. Safety
- O. Money & Wages
- P. Credit
- Q. Taxes
- R. Clothing
- S. Food
- T. Posture

III. GENERAL OBJECTIVES

- A. To develop an understanding of the concept of budgeting money

1. Budgeting money means doing the very most with the amount available
- B. To learn how to keep a budget
 1. A budget plan may indicate how money may be budgeted more wisely
 2. A savings and expense record may help in planning a program of saving
- C. To learn specific ways to use money more wisely through budgeting
 1. To budget money for special sales
 2. To budget money for insurance
 - a. health
 - b. life
 - c. household or fire
 - d. car
 3. To budget money for emergencies not covered by insurance or large luxury items
 4. To use wise food shopping practices for a more effective budget of income
5. To learn factors of clothing purchase and care which will aid in a more effective budget of income
6. To learn that credit buying provides a quicker means of obtaining goods, but usually costs more money

D. To accept the procedure of banking as an aid to efficient budgeting

1. Checking Accounts
2. Savings Accounts

- 3. Bank loans
- E. To experience actual practice in budgeting money, time and energy

IV. MORE AREA ACTIVITIES

A. Arithmetic Activities

- 1. Figuring a budget
- 2. Totalling the costs of necessities
- 3. Comparing costs of items
- 4. Comparing insurance costs with costs of actual emergencies
- 5. Figuring dollar cost of credit
- 6. Filling out checks
- 7. Keeping checking accounts
- 8. Keeping savings record
- 9. Figuring time budget
- 10. Estimating budget items
- 11. Using catalog forms

B. Social Competency Activities

- 1. Meeting business personnel
- 2. Shopping tour experience
- 3. Inquiry for information from salesmen
- 4. Service project activities

5. Planning leisure activities
- C. Communicative Skills Activities
 1. Completion of budget forms
 2. Telephoning bank, department store, insurance agency, finance company
 3. Preparation of monthly purchase items
 4. Reading newspaper ads
 5. Using a catalog
 6. Writing letters for field trip appointments
 7. Check writing
 8. Keeping records of class project
- D. Safety Activities
 1. Practicing household safety as prevention against added expense
 2. Practicing accident prevention as important to general welfare
 3. Practicing wise use of energy for more efficient, safe work habits
- E. Health Activities
 1. Discuss proper clothing for seasonal use
 2. List four basic food groups
 3. Plan grocery lists from food groups
 4. Fill out health insurance information
 5. Practicing habits of wise energy use

F. Vocational Competency Activities

1. Making appointments
2. Meeting personnel
3. Filling out personal information forms
4. Practicing efficient work habits

RESOURCES MATERIALS

- Telephone
- Newspaper Ads
- Bank Personnel
- Department Store Manager
- Overhead Projector
- Bulletin Boards
- Experience Chart - tablet, magic marker, easel
- Transparencies
- Sample insurance policies

- Fabric samples
- Catalogs
- Catalog order blanks
- Sample Contracts
- Field Trips: bank, department store

VT VOCABULARY

| | | | | | | |
|--------|--------|--------|---------|-----------|--------|-----------|
| income | budget | wisely | receive | utilities | saving | insurance |
|--------|--------|--------|---------|-----------|--------|-----------|

| | | | | |
|---------------|---------------|------------|-----------------|------------|
| entertainment | insurance | nutrition | interest | stub |
| record | liability | produce | instalment | statement |
| date | comprehensive | vegetables | finance | reference |
| month | collision | variety | payment | withdrawal |
| column | premium | supplies | charge account | check book |
| newspaper | group policy | clothing | licensed lender | cancelled |
| sales | retired | fabric | rating | leisure |
| special | employer | brand name | bank | energy |
| regularly | employee | catalog | check | record |
| bargain | emergencies | credit | account | funds |
| policy | economy | contract | saving | |

VII. LESSON PLANS

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

Lesson A is introductory and covers the first general objective, A. To develop an understanding of the concept of budgeting money.

The next two lessons relate to the general objective, B. To learn how to keep a budget.

The next five lessons relate to the general objective, C. To learn specific ways to use money more wisely through budgeting.

The general objective D. To accept the procedure of banking as an aid to efficient budgeting is the topic of the ninth lesson.

The final lesson combines a culminating project with the general objective, E. To experience actual practice in budgeting money, time and energy.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | | EXPERIENCE CHART |
|--|---|---|---|--|
| | | Teenage Living, Ahern, Nell Giles; Houghton Mifflin Company: Boston, 1960, pp. 194-205. | Title: <u>What is a Budget?</u> | |
| A. To develop an understanding of the concept of budgeting money | <ol style="list-style-type: none"> 1. Introduce this unit with a thorough explanation of the term "budget". To budget is to plan the amount of money which will be received and how it will be spent. Include the class members through a discussion of from where the money spent by each of them comes. It will probably be from (a) part time jobs, (b) allowances or (c) indefinite sums given by parents as a need arises. 1. Budgeting means doing the very most with the amount available. | <p>Emphasize that a budget is based upon knowing approximately how much money may be anticipated and deciding for what it is to be used before it is spent.</p> | <p><u>Getting Ready for Pay Day, Part Three: Planning Ahead</u>, Hudson, Margaret W. and Ann A. Weaver; Frank E. Richards: Phoenix, New York, 1963.</p> | <p>A budget is a plan of how much money a person may expect to receive and how it will be spent. A budget helps a person get the very most from his money. We hope to learn how to budget so that we will use our money more wisely.</p> |
| | <ol style="list-style-type: none"> 2. Explain that planning or budgeting money helps a person understand where his money goes. Money is easily spent as a need arises, or when a person sees something he wants. If no thought is given to how much of the total sum is needed for many things, the money may be gone before these things are purchased. 3. Write experience chart. 4. <u>Seatwork:</u> Have students prepare (or hand out) mimeographed paper divided into two columns. Label the columns: <ol style="list-style-type: none"> (1) Things for Which I Spend Money (2) Things I Really Need Each Month | <p>Filmstrip: <u>Business Methods For Young People</u> #1610</p> <p>Visual Education Consultants, 2060 Helena Street, Box 52, Madison, Wisconsin.</p> | <p><u>Film: Your Family Budget</u>, U-2874, 11 min. \$1.65</p> <p>University of Iowa</p> | <p>Explain that students should list such things as candy, soft drinks, cigarettes, as well as regular needs for which they spend monthly. Have the students keep these sheets for comparison after they have more experience in actual budgeting.</p> |

EXPERIENCE CHART

RESOURCE MATERIALS

ACTIVITIES

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|--|--|
| <p>5. Vocabulary: budget, income, wisely, expect, receive</p> <p>6. Use of suggested filmastrip: This gives the advantages, and shows preparation, of a budget. Shows check writing and record keeping for checking accounts.</p> | <p>B. To learn how to keep a budget</p> <ol style="list-style-type: none"> 1. Introduce this lesson with reference to experience chart of Lesson A and plan to learn how to keep a budget. Have students look at lists made on how they spend the money which they currently receive. Ask the following questions: <ol style="list-style-type: none"> (1) Do you always have money for the things you need? (2) Do you spend a large amount of money on things you don't have to have? (3) Are there things you would like and do not have because you don't have enough money for them? 1. A budget plan may indicate how money may be budgeted more wisely. | <p>A Budget Plan</p> <p>Mimeographed copies of a budget plan. (2 forms)</p> <p>For overhead projection a budget plan or a worksheet of a budget plan.</p> <p>Everyday Business, Lawson, Gary D.; Cal-Central Press: Sacramento, Calif., 1964, pp. 36-44.</p> |
| | <ol style="list-style-type: none"> 1. Introduce this lesson with reference to experience chart of Lesson A and plan to learn how to keep a budget. Have students look at lists made on how they spend the money which they currently receive. Ask the following questions: <ol style="list-style-type: none"> (1) Do you always have money for the things you need? (2) Do you spend a large amount of money on things you don't have to have? (3) Are there things you would like and do not have because you don't have enough money for them? 2. Display an example of a budget plan. Explain this as the actual record or written form of a budget. Define "take home pay" as the actual amount of money given by an employer to employee on pay day. 3. Explain deductions to the extent necessary for understanding "take home pay." 4. Seatwork: Hand out budget plan (B #1a) sheets to class. Guide them in filling out section labeled "Money I Take Home". Some may have several sources of income such as baby-sitting and a part-time job elsewhere. Have them fill in <u>Total</u> column at bottom of sheet. Before filling out the column labeled "Money I Plan to Spend," it is suggested that the class make a | <p>A Budget Plan</p> <p>In making a budget plan, you should know how much your take home pay will be, plan your expenses and decide what you would like to save.</p> <p>Film: Your Thrift Habits U-6278, 11 min. \$1.65. University of Iowa.</p> <p>(Sample worksheet is given at the end of the unit)</p> |

ACTIVITIES

B. To learn how to keep a budget (Cont'd.)

1. A budget plan may indicate how money may be budgeted more wisely.

bus fare
school lunch
school supplies
personal items, i.e., deodorant, cosmetics
gasoline (for those with cars)
clothes

how money may be budgeted more wisely.

After this practice, students may fill in the column on their own sheet. Assist individuals in establishing realistic estimates on items which are not in a specific amount. Explain to the students as they do this, that they now know where their money goes. Some may have totals greater in one column than those in the other. If income is greater than amount indicated for spending, this money should be spent for extras which are needed, for entertainment if not included, or for savings toward buying an item which costs more than the extra available at the time. For those whose expenditures amount to more than income, point up this as the value of having a budget. It has shown that either (1) the income isn't sufficient to meet all needs or (2) that money is being spent unwisely in some areas. Work with these students to establish which problem is indicated.

5. Write experience chart

6. Extensive follow-up practice would come beyond these initial introductory lessons. After the experience of noting current, personal budget

RESOURCE MATERIAL EXPERIENCE CHART

ACTIVITIES

OBJECTIVES

B. To learn how to keep a budget (Cont'd.)

1. A budget plan may indicate how money may be budgeted more wisely.
7. Seatwork: Budget Plan B #1b. Have students plan a family budget using \$280. Relate this experience to any discussion of realistic home situations which may arise in the classroom.
8. Vocabulary: wages, utilities, expenses, saving, insurance, entertainment

B. To learn to keep a budget

2. A savings and expense record
3. Plan out a Savings & Expense Record may help in planning a program of savings.

1. After a budget plan is determined, some method of recording daily expenses must be carefully kept.

2. Discuss how this is important in knowing how well one is keeping within their budget.

3. Plan out a Savings & Expense Record by: June

A. Showing prepared Savings & Expense Record Form on overhead projector.

B. Asking students for items to be included and when each should be paid.

C. Reviewing why total days in the month are necessary.

(a) Some bills are due same time every month

Savings and Expense Record

The Savings & Expense Record is important in knowing how well you are staying within your budget.

This record must be kept carefully and up to date.

At the end of the month, you add the expenses for each column. From this you can tell if you have spent too much money.

Transparency of Savings & Expense Record Form

Chalkboard: To list the amount, figures, and expense items students will need to use in completing the form.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | EXPERIENCE CHART |
|---|--|---|---|
| <p>(b) Some expenses occur throughout the month.</p> <p>D. Emphasizing that this is a responsibility and must be accurate and kept up to date.</p> <p>E. Establishing a method of entering items correctly as to amount and column.</p> <p>F. Discussing the possibility of carrying a small notebook or calendar booklet to temporarily record cash items one may tend to forget.</p> <p>4. Seatwork: Complete Savings & Expense Record using as take home pay \$260 a month. Use the month of June.</p> <p>5. Write experience chart.</p> <p>6. Vocabulary: record, date, month, column</p> | <p>C. To learn specific ways to use money more wisely through budgeting</p> <ol style="list-style-type: none"> 1. To budget money for special sales | <p>1. This lesson would be easily reinforced if presented at a time of special sales within the specific locale. Examples of such would be:</p> <ol style="list-style-type: none"> 1. After Christmas 2. Seasonal change 3. Washington's birthday 4. Annual white sales | <p><u>Everyday Business</u>, Lawson, Gary D.; Cal-Central Press: Sacramento, Calif., 1964, pp. 39-44.</p> <p>Newspaper advertisements of special sales</p> <p>Bulletin Board display of items needed regularly which may be bought at sale prices to affect a saving</p> <p>Films:</p> <p>2. The newspaper ads relating to this would be used for comparison of sale prices with regular prices. Emphasize that money saved through budgeting may be used profitably at such times. Point up that quality of sale items should be</p> <p><u>Wise Buying</u>, U-3124, regularly at 11 min. \$1.65, Univ. of Iowa</p> |
| | | <p><u>Saving for Special Sales</u></p> | <p>We may save money for special sales. The cost of things is less and we get more for our money. If we buy something we use</p> <p>regularly at the price of "2 for 1", we have saved the money we would</p> |

RESOURCES MATERIALS EXPERIENCE CHART

ACTIVITIES

OBJECTIVES

C. To learn specific ways to use money more wisely through budgeting (Cont'd.)

1. To budget money for special sales

4. Write experience chart

5. Seatwork: Distribute special sale advertisements to each class member. Ask them to locate and write on paper, an example of a "bargain." They should list the regular price, the sale price, and the difference (or saving) of the item. They should define whether this would be a luxury item or may indicate savings on an item which one would expect to need, but pay more. This information would be presented orally to the entire class and discussion would include whether the class agreed that this was a worthwhile bargain.

If one item is listed for sale at many places, several students could check the prices and information on quality to establish where the best buy might be obtained.

If students have kept personal budget plans during this instruction, they might enjoy checking their savings to see if there is enough for a desired item which might be on sale. For items such as clothing, cosmetics, school supplies, the students should be guided

The Most for Your Money, U-4087, 14 min., \$1.65, Univ. of Iowa.

pay for it next time.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS EXPERIENCE CHART | |
|--|---|---|--|
| | | RESOURCES | EXPERIENCES |
| C. To learn specific ways to use money more wisely through budgeting | <p>in checking the regularly allotted amount of money to see how many items they may buy and save next monthly allowance for this item. Note that this "saved amount" should be put into savings.</p> <p>6. Vocabulary: newspaper, sales, special, regularly, bargain</p> | <p>1. Introduce this lesson by referring to the items listed on the budget plan for a family. Note the inclusion of insurance as an item for which money is allotted on a monthly basis. Ask students for discussion on the following questions:</p> <p>A. Why is insurance important? B. What kinds of things may be insured? C. How do you get insurance? D. Who needs insurance?</p> <p>2. To budget money for insurance</p> | <p><u>Why You Need Insurance</u></p> <p>Insurance pays for emergencies which cost a lot of money. Money for insurance payments should be on the monthly budget plan. Everyone needs some insurance for protection and should provide the money for it.</p> <p><u>Everyday Business</u>, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1964, pp. 73-81</p> <p>Film: <u>Sharing Economic Risks</u>, U-2374, 11 min. \$1.65, Univ. of Iowa</p> |
| | | <p>3. Discuss the fact that insurance premiums may not be due monthly. They may be due every 3 months, 6 months, or 12 months. Nevertheless, a monthly sum allowed for them makes them more easily paid. Use arithmetic problems on the chalkboard to show how an insurance premium costing \$60 a year, and due every 6 months could be figured for a monthly allowance. Do the same for a premium due every 3 months and every 12 months. This will make clear how the money is available when due.</p> | <p>The following areas are suggested for coverage:</p> |

ACTIVITIES

OBJECTIVES

c. To learn specific ways to use money more wisely through budgeting (Cont'd.)

2. To budget money for insurance

4. Health Insurance

A. Accident and illness often cause large doctor and hospital bills which cost more than people have saved. Insurance payment often amounts to more than a person has paid for the premiums.

B. Many times if a person is ill, his salary does not continue. Some health policies provide money for living costs.

C. Sometimes an employer will pay the health insurance premiums for his employees.

D. Most workers belong to a group plan. This is usually less expensive than an individual policy.

5. Life Insurance

A. Life insurance pays money to a wife if her husband dies.

B. Money may be borrowed from the policy.

C. Some life insurance policies provide money for retired persons.

6. Household Insurance or Fire Insurance

A. We need to protect our homes and things in them. It would be very expensive to repair a house damaged by fire or replace much furniture that had burned or been stolen. Insurance provides the money to replace these items.

C. To learn

specific ways to use money more wisely through budgeting (Cont'd.)

7. Car Insurance

- A. State laws require liability insurance. This pays for injury to another person and damage to someone else's car.
- B. Comprehensive insurance pays for losses due to theft, fire, tornadoes, wind storms, glass breakage and similar losses.
- C. Collision insurance pays for damage to your car which is caused by hitting another car or objects.
- D. The cost of car insurance depends upon:
 - (a) The value of the car
 - (b) The purpose for which it is used
 - (c) The average number of miles it is driven in a year
 - (d) The age of the driver
- E. An insurance company will not pay accident costs if you have broken the law. Any driver must have a license.

8. Write experience chart

- 9. Seatwork: Describe one or more situations (fire, illness, car accident) in which insurance payment is due. Write the situation (s) on the board and assign students to write a letter to the insurance company, reporting the incident, listing costs, and requesting payment of the amount involved. A sample letter could be provided to assist with this assignment. Remind the students that in a real situation this must be done promptly and all information should be clear and

EXPERIENCE CHART

RESOURCE MATERIALS

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OBJECTIVES

honest in order to have a claim settled to the advantage of a policy holder.

B. Use the classified section of the telephone directory to locate insurance representatives. Have students find which representative would sell car insurance, life insurance, health insurance, and fire insurance.

6. Vocabulary: policy, insurance, liability, comprehensive, collision, premium, group policy, retired, employer, employee, emergencies

C. To learn specific ways to use money more wisely through budgeting

1. Students should now be familiar with the general idea of budgeting. Explain that budgeting may apply also to use of money allotted for certain items on the large budget plan. The money spent for food is a large budget item and should be planned for best use.

2. Discuss comparing prices and quality for choice of store or stores from which to buy food, use newspaper ads to compare costs of certain foods.

4. To use wise food

3. From study of newspaper ads and their own experience, have students list necessary foods and rank according to cost. Meat costs more than bread, for instance. Use this to show how different amounts of money need to be allotted for different types of food. Give examples of reasonable food budget amounts for different sized families.

4. Point up ways to economize on food purchases

through use of less expensive meats, dry milk, meat substitutes, and foods in season. Emphasize the necessity of maintaining a balanced diet in choosing foods, also.

| Food | Budget |
|---|---|
| <u>Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center, (Univ. of Iowa, Iowa City, 1967. Section on Food and Nutrition)</u> | Money for food may be budgeted so that meals are better and cost less. Planning how to spend the budgeted money for food makes it go further. |

pp. 45-51.

RESOURCE MATERIALS EXPERIENCE CHART

| OBJECTIVES | ACTIVITIES | |
|-------------------|---|---|
| | <p>5. Write experience chart.</p> <p>6. Seatwork: <u>Homemaking for the Educable Mentally Retarded Girl, Everyday Business, and We Are What We Eat</u> contain exercises for this lesson on food shopping economy.</p> <p>Seatwork activities could include:</p> <ul style="list-style-type: none"> (1) arithmetic problems comparing costs of food items for the best buy (2) checking prices of "in season" foods (3) checking the price of whole milk as compared to a similar amount of powdered milk (4) making family grocery lists for estimates of food costs per week <p>7. Vocabulary: economy, nutrition, product, vegetables, variety, supplies</p> | |
| | <p>C. To learn specific ways to use money more wisely through budgeting</p> <p>5. To learn factors of clothing purchase and care which will aid in a</p> | <p><u>Everyday Business, Lawson, Gary D., Cal-Central Press, 1960: Sacramento, Calif., pp. 51-55.</u></p> <p><u>Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center</u></p> <p><u>Clothing Budget</u></p> <p>Care of clothes and buying clothes may save money when we know good rules. We have learned good rules in taking care of our clothes, making them last longer, and how to buy them.</p> |
| | <p>2. Factors to consider when buying clothes should include:</p> <ul style="list-style-type: none"> A - durability of fabric B - practicality of fabric and style C - reputation of brand name D - necessary care (is it washable, easy to iron, | Fabric samples |

RESOURCE MATERIAL EXPERIENCE CHART

| <u>OBJECTIVES</u> | <u>ACTIVITIES</u> | <u>RESOURCES</u> |
|--|--|---|
| <p>more effective budget get of income</p> <p>sanforized?) E - is price reasonable? F - is item really needed?</p> | <p>3. Fabric samples may be shown to the class for instruction in which materials wear better.</p> <p>4. A class trip to a local clothing store may be arranged. The store manager should be contacted and asked to speak to students on clothes purchasing.</p> <p>5. Clothing is not a separate item listed on the monthly budget plan. Ask students how the money spent for clothing is obtained. (Refer to the budget plan handout). Note that money allotted for personal items, which includes clothing, should be saved when the full amount is not used monthly. It should be spent when a definite clothing need arises or when special sales make a clothing purchase seem advisable.</p> <p>6. Discuss ordering clothing from a catalog. This is convenient when it is difficult to make a trip to clothing stores, or for ordering items of underwear, for example, which do not require much selection. Emphasize care in filling out order blanks as to size. Use a catalog to show the page directing how to obtain correct sizes.</p> <p>7. Write experience chart.</p> <p>8. Seatwork: Use duplication of catalog order blanks for class practice. List items to be ordered, with price, on board and assist students in filling out blanks. Stress clear printing and correct address information so that return mail-</p> | <p>Clothing Film-strips available from J.C. Penney stores</p> <p>Duplication of catalog order blanks</p> <p><u>On the Job, Klee, Ruth, Science Research Associates, 1963: Chicago, p. 17.</u></p> |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL EXPERIENCE CHART | |
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| | | 3x5 cards | Using Credit |
| C. To learn specific ways to use money more wisely through budgeting (Cont'd.) | 5. To learn factors of clothing purchase and care which will aid in a more effective budget of income | <u>Girls</u> <u>Boys</u> dress _____ blouse _____ slip _____ skirt _____ hose _____ shoes _____ bra _____ <u>Boys</u> pants _____ shirt _____ shoes _____ socks _____ shorts _____ undershirt _____ | <u>Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center</u> Using credit is a way to get something you can't pay cash for at one time. Credit costs money. A |
| C. To learn specific ways to use money more wisely through budgeting | 6. To learn | 1. The Credit Series presented in the resource suggestion, <u>Homemaking for the Educable Mentally Retarded Girl</u> is excellent coverage if time allows for this extensive study. 2. Reference to previous lessons on how to spend the monthly budgeted amounts of money could precede the questions, "How do we buy large items which cost more than the money we have | <u>Homemaking for the Educable Mentally Retarded Girl, Special Education Curriculum Development Center</u> Using credit is a way to get something you can't pay cash for at one time. Credit costs money. A |

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | |
|--|---|---|---|
| | | EXPERIENCE CHART | |
| that credit buying provides a quick-er means of ob-taining goods, but usually costs more money | <p>saved and how would we pay for emergencies which might not be covered by insurance?" Examples of such would be the purchase of a major appliance such as a refrigerator or stove; or a long trip in the case of illness or death of a family member.</p> <p>Students may suggest "borrowing or charging." Explain that this is referred to as using credit. Consumer credit is buying things on time, borrowing money or getting a loan. It takes money to use credit and one must be very careful in using credit.</p> <p>3. Emphasize that using credit gives you longer to pay for something. You may use the merchandise while paying for it and spend a certain amount monthly. You must be sure you will have this monthly amount of money to pay. The merchandise does not belong to the buyer until the final payment is made and may be taken back if payments are not met. Stress the importance of a good credit rating.</p> <p>4. Other points for emphasis:</p> | <p>person must be careful to borrow from a licensed lender. A good credit rating is important.</p> <p>Film: <u>Installment Buying</u>, U-2584, 11 min., \$1.65, University of Iowa <u>Everyday Business</u>, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1966, pp. 56-60.</p> <p>Sample credit application forms</p> <p>Sample contracts</p> <p>Filmstrip: <u>How Credit Unions Help in Your Community Group Cooperation</u> (See address - Lesson A, Visual Education Consultants)</p> | <p>A. Charge accounts (revolving or monthly).</p> <p>B. Finance or Loan Companies (reputation and size often affect the amount of the charge you pay for this credit).</p> <p>C. Bank loans (rate is usually less; you borrow the money and pay the dealer in cash).</p> <p>D. Down payments are usually required. The larger the down payment, the sooner the item</p> |

RESOURCES MATERIALS EXPERIENCE CHART

ACTIVITIES

is paid for.

- E. Make certain to deal with a licensed lender.
- F. Learn to read a contract. Never sign anything that you do not understand.
- G. Paying cash is preferred to using credit. If an item is not needed (luxury) or if the family will have to do without things they need in order to meet payments, it is best to wait until cash can be saved for the item.
- H. Most credit requires collateral.
- I. Credit unions are often a place for industrial workers to receive financial aid.
- J. Always know the true cost of the money borrowed.

5. Write experience chart.

- 6. Seatwork: Arithmetic problems in which (1) total cost (including interest) (2) down payment, and (3) number of monthly payments is given with instructions for students to find the amount of the monthly payment. An example similar to the following may be written on the chalkboard.

- 1. Mr. Brown bought a television set which cost \$200 with the interest.
- 2. He made a down payment of \$20.
- 3. He wants to pay for it in 18 months. How

EXPERIENCE CHART

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much would these payments be?

$$\begin{array}{r}
 1. \$200 \\
 2. \frac{-20}{\$180} \\
 3. 18) \frac{\$180}{18} \frac{0}{0}
 \end{array}$$

Credit application forms and sample contracts should be provided for student experience in filling in information. Emphasis upon reading a contract and keeping it in a safe place is needed. Remind students to be sure all payments are listed in the exact amount (i.e., no statement of "one final payment" without the amount listed), to mark out any statement not in agreement with the terms stated by the salesperson, and that interest and carrying charges are listed.

7. Vocabulary: credit, contract, interest, installment, finance, payment, charge account, licensed lender, rating

D. To accept the procedure of banking as an aid to efficient budgeting

1. Check-
- ing

1. Introduce this lesson by referring to previous coverage as teaching good ways of handling money. Suggest that banking is another way we use to make handling money easier. It also helps us keep another record of how we spend our money.

2. Instruct students that banks are places where people may keep their money safely. There is not the chance of money being lost or stolen when it is kept in a bank. As the money is needed to

Everyday Business, Lawson, Gary D., Cal-Central Press: Sacramento, Calif., 1966, pp. 1-35.

Getting Ready for Pay Day, Part I: Checking Accounts; Part II: Savings

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIALS | EXPERIENCE CHART |
|--|--|--|--|
| <p>Account pay bills or spend for other reasons, it may be taken out by using a checking account. Instruct class in how to go to the bank and apply for a checking account.</p> <p>2. Savings Account</p> <p>3. Bank Loans</p> | <p>3. Provide application blanks and have class fill them out. Explain what is meant by references and discuss what persons might be used as references. Students should always obtain permission before using a person's name as a reference. Perhaps the class could accomplish this together by asking the school principal, teachers, or guidance counselor during this instruction. Identify who should be listed as "next of kin," "relative," etc.</p> <p>4. Next, issue deposit slips and instruct students on how to keep this record of money put into the bank. Caution students to use care in totaling amounts on the deposit slip. Show students how to deduct any cash desired when depositing funds in check form.</p> <p>After students understand the procedures of depositing, hand out blank checks. Note: This lesson may be spread over several days, if necessary.</p> <p>5. Instruct students, and allow for ample practice, in filling out checks. Remind them that the signature used on a check must be the same as that on record at the bank. Checks should be written in ink. Show students how to write checks for payment to other persons and also for obtaining cash. Allow practice for filling in check stubs.</p> | <p><u>Account</u>, Hudson, Margaret W. and Ann A. Weaver; Frank E. Richards: Phoenix, N.Y., 1963</p> <p>Checking account applications</p> <p>Sample deposit slips</p> <p>Bank checks</p> <p><u>Off to Work</u>, Stanwix House, (and Record Books for <u>Off to Work</u>): Pittsburgh, Pa., 1966, pp. 59-60.</p> <p>Filmstrip: <u>Business Methods for Young People</u>. (See Lesson A)</p> <p>File: <u>Fred Meets a Bank</u>, U-2378, 11 min., \$1.65, Univ. of Iowa</p> | <p><u>The Bank</u> We visited the Bank and saw where the money is kept. A bank is a very safe place to keep your money. Checks are easy to use. Saving in a bank earns interest on your money.</p> |

REFERENCE CHART

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ACTIVITIES

OBJECTIVES

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| | | | | |
| <p>6. Show students how a monthly bank statement looks and explain how this should be checked when received.</p> <p>7. <u>Seawork</u> should include frequent repetition in use of the bank forms introduced. Students should be given information on bills to pay by check, amounts to be deposited in cash and checks, and withdrawals.</p> | <p>When class is familiar with the procedures of a checking account, instruct in the savings account service offered by the bank. Show students how their savings may be increased through interest drawn, money is safer, and is less likely to be spent.</p> <p>The loan aspect of banks may refer back to the Credit lesson, emphasizing that bank rates are usually lower than other credit services.</p> | <p>8. A trip to a local bank is recommended, with full review of the services where understanding cooperation is available.</p> | <p>9. Write experience chart on trip.</p> | <p>10. Vocabulary: bank, check, account, saving, stub, statement, reference, withdrawal, check book, cancelled</p> |

Our Class Project
We have a class project with the _____
Home. We will _____

Experience Unit,
Family and Home,
Advanced Level,
Special Education
Curriculum Development Center, Univ..

E. To experience
actual practice in budgeting money.

| OBJECTIVES | ACTIVITIES | RESOURCE MATERIAL | EXPERIENCE CHART |
|------------------|--|---|---|
| time, and energy | <p>activity. Many social value emphases might be possible through the experience of the class working together to help other people. A collection of funds could be accumulated throughout the year or through sales, odd jobs, or other class projects for raising money. More incentive for fund-raising would be assured if a goal of a specific amount were initially set. This would depend upon what the funds are to be spent for and would be decided upon by the class. They may want to give a party for the residents of the home, buy a picture for a wall, provide fresh flowers from a florist on certain days, or buy individual articles for particularly needy residents. Practice in budgeting would come through realistic selection of an amount of money to be spent. Any additional expenses might be figured in such as costs of transportation to and from the site, wrapping paper, party supplies, etc., depending upon choice of the class.</p> <p><u>Management for Better Living,</u> Starr, Mary Catherine, D. C. Heath & Co.: Boston, 1963.</p> | <p>of Iowa, Iowa City, 1967; Lesson #8.</p> | <p>budget money, time and energy to get the most we can from this project. We think we shall be very proud of what we do.</p> |

2. Class instruction prior to the project should emphasize the final objective of budgeting time and energy. Students should understand that this will be increasingly important as they become independent and are employed. Wise use of time and energy establishes a reputation of a good worker. This is essential to keeping a job and often provides chances for additional salary.
3. Efficient use of time and energy, in the home, pays off through fewer large repair bills, less possibility of costly accidents, fewer purchases of expensive items (such as appliances and furniture) through good upkeep, and a more pleasant environment. Good daily housekeeping

ACTIVITIES

OBJECTIVES

E. To experience actual practice in budgeting money, time and energy (Cont'd.)

also aids in this manner.

4. Specific examples of how to use time and energy effectively, instruct students in how good posture keeps the body "lined up" with all the parts where they are supposed to be. Practice good posture in standing, walking, sitting, bending and emphasize that remembering these good habits will keep one from becoming more tired as he works. Use examples of a man or woman, at dinner time, being so exhausted that he or she is irritable and has time only for rest, not pleasurable family activities. Teenagers may experience the same thing if they "wear themselves out" needlessly.
5. Stress that a person needs to plan his time in a manner similar to that for his money so that he may get the most value from it. Planning how time will be used helps avoid unnecessary waste of time spent on doing something that is of no benefit.
6. Seatwork: Have students make time charts like those suggested in the Family and Home unit listed under Resource Materials. After using these for general practice, have class make schedule of free work periods to spend either working on the class project (making some item for use in the Home) or actually visiting the Home and perhaps doing chores there. Such activities would be planned with the cooperation and approval of the institution staff, of course. Class records of the progress of the project would include:

RESOURCE MATERIALS EXPERIENCE CHART

ACTIVITIES

OBJECTIVES

E. To experience actual practice in budgeting money, time, and energy (Cont'd.)

1. Account of hours worked
2. Record of money collected
3. Record of money spent
4. Things learned from project
- A summary article of the project could be written for the school or town newspaper.
7. Vocabulary: leisure, energy, record, funds

Worksheet for Lesson B #1a

A BUDGET PLAN

Money I Take Home

Wages I Take Home

८२

Money I Take Home

Money I Plan to Spend

5

Total

Total

Worksheet for Lesson B #1b

A BUDGET PLAN

| Money I Take Home | \$ 250 | 00 | Savings | \$ 21 | 00 |
|-----------------------|--------|----|---|--------|----|
| Money I Plan to Spend | | | | | |
| Wages I take home | | | Rent | 70 | 00 |
| | | | Utilities | 20 | 00 |
| | | | Garbage | 2 | 00 |
| | | | Food | 70 | 00 |
| | | | Car | 20 | 00 |
| | | | Insurance | 12 | 00 |
| | | | Entertainment | 25 | 00 |
| | | | Personal (Clothing, Medicine, Cosmetics) | 10 | 00 |
| | | | TOTAL | \$ 250 | 00 |

I Add each column. This is the amount of each expense for the month.

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SAVINGS AND EXPENSE RECORD

Worksheet For Lesson B.2

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision:

Cut along this line

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

Check:

Content: Very appropriate _____ Somewhat appropriate _____ Not appropriate _____

Suggestions for teacher: Very helpful _____ Somewhat helpful _____ Not helpful _____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful _____

Evaluative Statement:

Suggestions for Revision:

Cut along this line